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ABSTRACT

Emphasizing the interrelationships of listening, speaking, reading, and writing, this curriculum guide for the New Orleans (Louisiana) Public Schools provides a comprehensive language program for each grade level from kindergarten through grade 6. Following brief statements of philosophy and objectives, the bulk of the guide is devoted to descriptions of activities at each grade level and across the four strands of the curriculum. Each description lists learner outcomes for the cognitive, affective, and psychomotor domains and titles of additional resources. A spiraling scope and sequence is provided for each grade level, indicating the steps necessary to reach specific goals. Appendixes contain a list of currently adopted texts in language arts for the Orleans Parish Public Schools; a bibliography of professional books; the word lists used by the State of Louisiana for its basic skills tests; and notes on listening, speaking, reading, and writing. (FL)

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CURRICULUM GUIDE LA-001-82

ELEMENTARY LANGUAGE ARTS CURRICULUM GUIDE

Curriculum and Instruction Unit
Division of Educational Programs
New Orleans Public Schools
1982

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ACKNOWLEDGMENTS

This publication represents the cooperative efforts of all members of the Elementary Language Arts Curriculum Committee. The committee met for three weeks during the month of July, 1982 and spent many hours in the development of this guide. The committee included a principal, reading specialist, and teachers from each grade level including Chapter I, ESSA, special education and local staff developers.

Many, many thanks to all these members for their dedication and support.

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LANGUAGE ARTS CURRICULUM GUIDE
K-6

LA-001-82

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INTRODUCTION

This guide is written for all teachers of boys and girls at the elementary level. Emphasis throughout the guide is on language use in meaningful learning experiences. It is intended that the activities in this guide will relate closely to the everyday experiences of students with adaptations to individual differences in abilities. The activities span the three domains: affective, cognitive and psychomotor. Through use of the guide, teachers in Orleans Parish Schools will be able to help students develop communication skills that will be useful in everyday living.

The guide has learner outcomes which indicate "what students should be able to do" after they complete the elementary grades. Instructional activities provide the additional experiences students need to enrich and extend those found in other resource books (Rx Reading, Sound-Off - #123, Levels of Growth - #90, Creative Writing - #125, Louisiana Language Arts Curriculum Guide - #1588) and in the textbooks currently in use.

The guide presents a sampling of objectives at the various grade levels. These objectives serve as a "springboard" to assist teachers in developing their language arts program each year.

Your responsibility is to take what you need as an elementary teacher and provide language arts experiences in listening, speaking, reading and writing. The experiences that the students gain during these formative years will influence the quality of their communication skills and the success of their education.

Philosophy

Students have the right to learn and to develop their potentials. Educators have the responsibility to provide experiences and opportunities for students to exercise these rights and to enrich their capacities for growth.

The integration of the language arts - listening, speaking, reading, writing - is essential in developing independent, linguistically competent, versatile members of our technological society. Language is a prerequisite to personal growth, social power and mobility, positive self-concept, and human understanding. Language presents the thoughts, aspirations, and beliefs of every age and culture, clarifying through its use, individual and social values.

Preliminary Goals Statement

The following goals are set with the hope that New Orleans Public School students:

- Acquire skills for receiving and transmitting oral and written communication efficiently.
- Develop proficiency in locating, interpreting, organizing, and using ideas and information.
- Develop critical, analytical, and evaluative abilities.
- Express ideas fluently, concisely, and effectively.
- Understand the relationship between spoken and written communication and appreciate the beauty, power, and utility of language.
- Accept the social responsibility of making a positive contribution to society.

RATIONALE

Language Arts is a heading many schools use in an effort to present large blocks of time for teaching the curriculum areas of listening, speaking, reading and writing. We too often fall into the trap of using the entire language arts block to teach reading while the other areas are neglected or eased in whenever time permits.

Much research, in recent years, has turned to the integration of the curriculum areas of the language arts in an attempt to create a balance of activities — each building, strengthening and extending the other. So much has happened in the past to isolate and fragment these communication areas such as "Right to Read" with more emphasis on reading and the behavioral objective movement dealing with isolated skills. Today the turn to "basic skills" does not neglect the importance of oral language and writing to reading but looks to these areas for strength and support.

The purpose of this guide is to show the interrelationships of listening, speaking, reading and writing. While specific ideas for these areas of the language arts are presented here, they simply illustrate an endless number of similar activities that teachers can generate and utilize. The best source of these activities is the teacher's own inventiveness and creative ability. Teachers are no longer stifled and pampered by manuals, duplicator books, skillbooks, and instruction that withers the mind. We live in an intellectually exciting environment, and the instructional materials and activities we utilize should reflect and reinforce that excitement.

Feel free to add to this guide in the appropriate area your own personal "notes." You are the best judge of experiences your students need to be successful the year they spend in your class.

HOW TO USE THIS GUIDE

The guide is designed to present a flow from the broad areas in language arts to the specific activities provided for students in the classroom. The first template or "flow" chart represents the integrated language arts model showing the interrelationships of the four strands in the language arts — listening, speaking, reading and writing. Other templates in these strands focus on the major components of each area giving the reader an overall glimpse in a very simplified format that which is included in each of these curriculum areas. It is hoped, that as you proceed through the guide, you will discover the flow of the language arts curriculum and the integration of the areas of communication.

The guide is organized in graded segments for ease and practicality. Each grade segment from kindergarten through sixth grade, contains all four strands — listening (canary), speaking (pink), reading (green) and writing (blue). Learner outcomes are listed at the beginning of each grade segment. They represent the goals for that strand and span all three domains — cognitive, affective and psychomotor. A spiraling scope and sequence indicates those steps necessary to reach the stated goals. The activity sheets focus on the understandings, skills and experiences students need to become efficient in the use of language.

The following chart shows the composition of the activity sheet.

A. ______________________ Communication (Area) C. (Area Component)

B. ______________________________________ (Strand)

D. OBJECTIVE:

E. SKILL/CONCEPT:

F. SUGGESTED ACTIVITIES	G. NOTES

H. Resources - For additional information and activities see:

① RX Reading pp_____

② Sound Off pp______

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp ____

5. Basal Reading pp_____

6. Language Basal pp ___

7. ____________ pp____

8. ____________ pp____

A. Communication area - Identifies where this instructional objective falls in the integrated language arts model — oral or written communication.

B. Strands - Refers to the four strands — listening, speaking, reading and writing — and takes the reader to the appropriate template on the "flow" chart.

C. Area Components - Defines the large area on the chart.

D. Objective - States intent of each activity in broad terms.

E. Skill/Concept - Expands and explains the objective and ties in the following instructional activities with the objective.

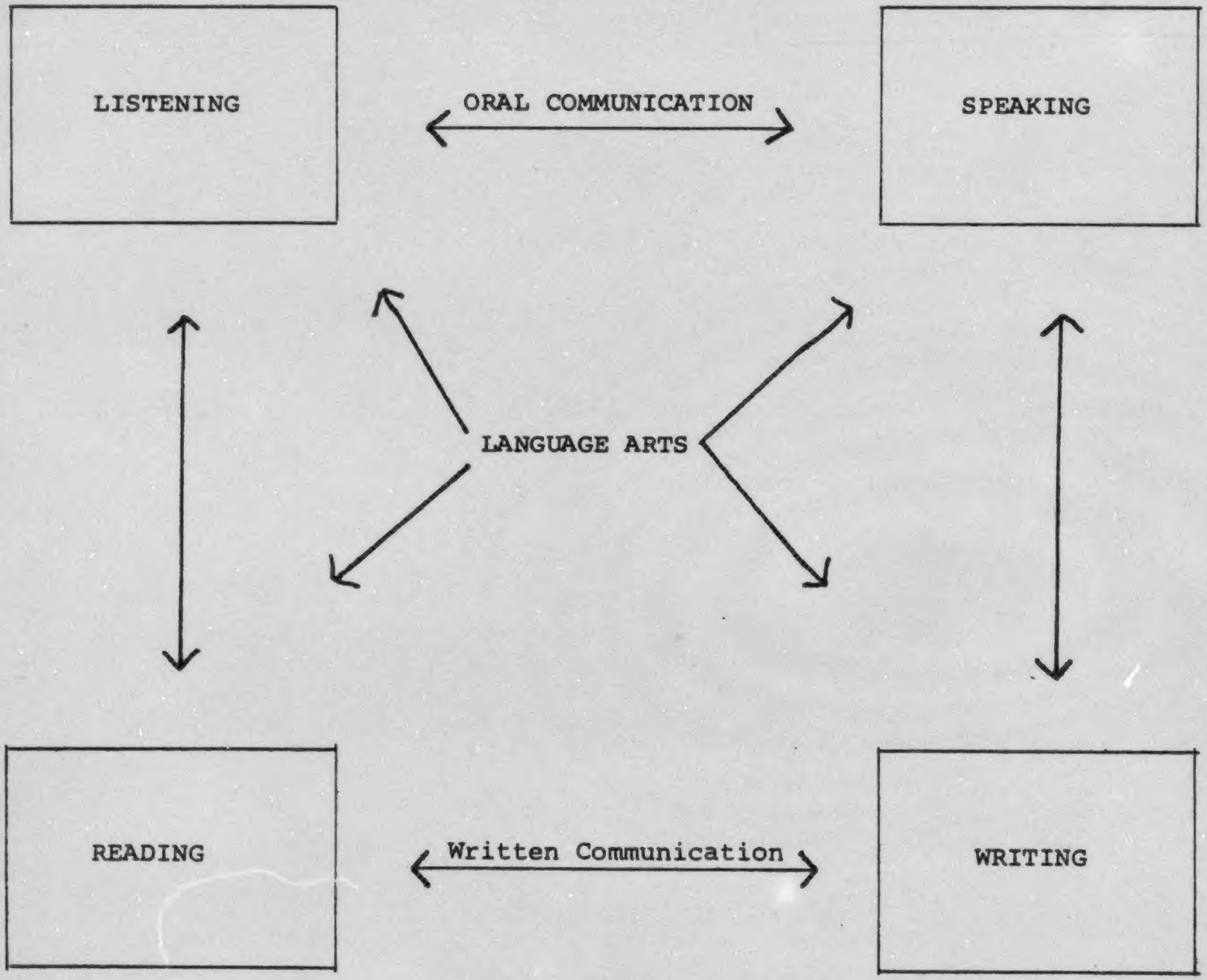
F. Suggested Activities - Three activities are described and numbered (1,2,3). The first activity is an easy activity, the second activity is an average activity and the third activity is a challenging activity. This does not presuppose that the numbers 1,2,3 represent the lowest to highest groups in a particular class, rather it offers suggested activities at all levels of difficulty and can be used with all children depending on their educational needs and development. The teacher should feel free to adjust activities for students performing below or above grade levels by using the types of activities designated for lower or higher grades.

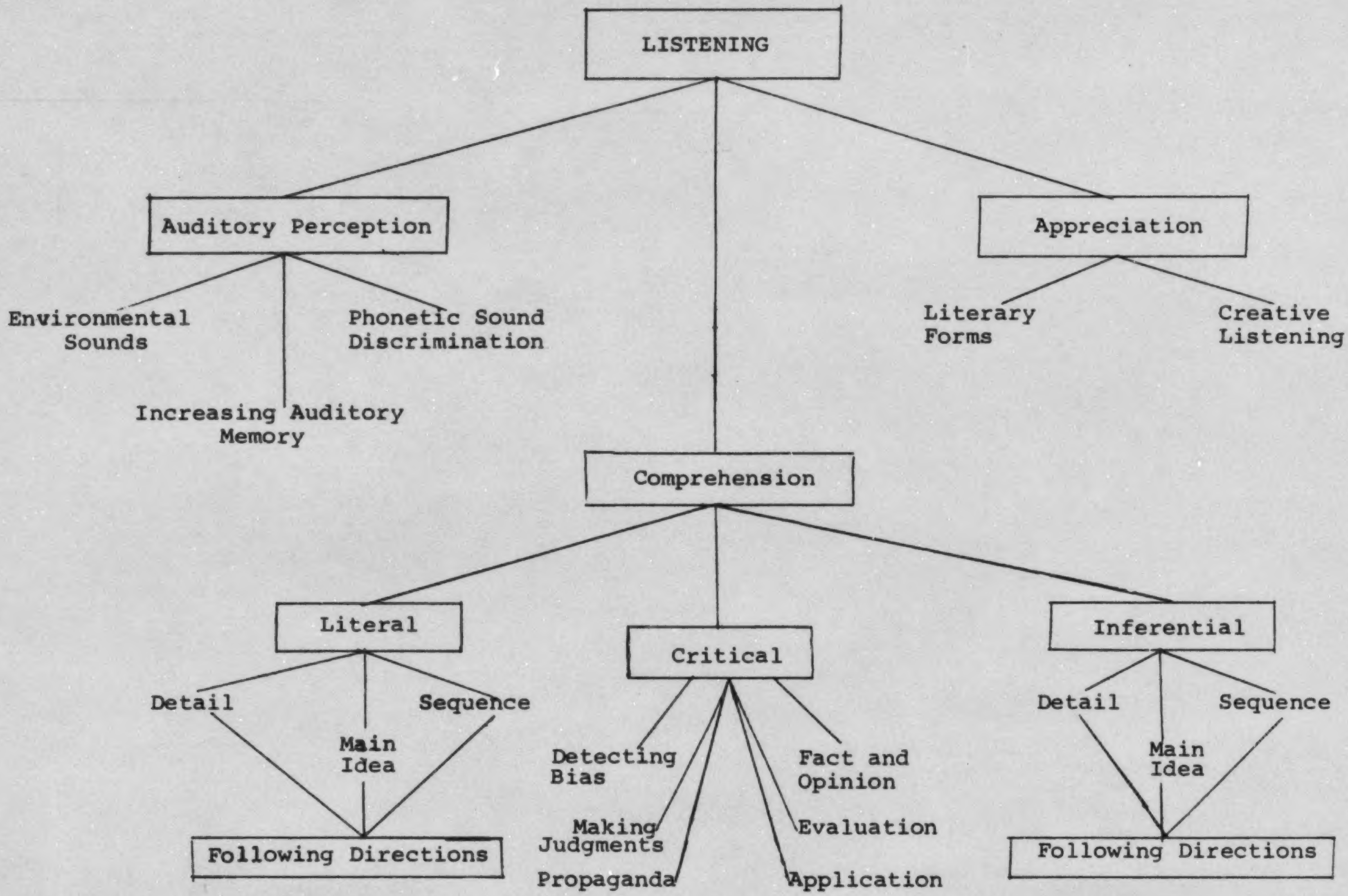
G. Notes - Provides for the teachers' personal notations.

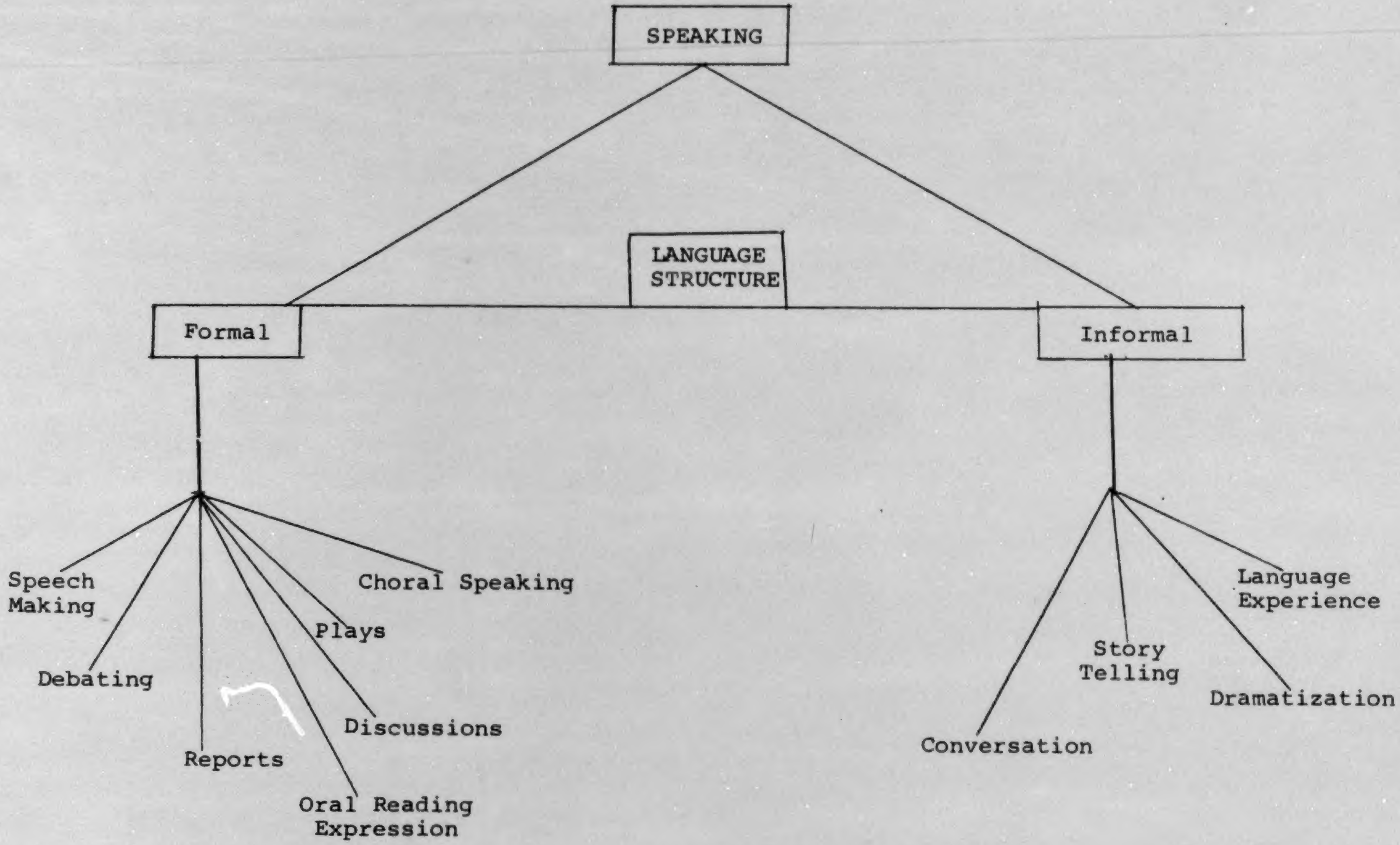
H. Resources - If additional information is required, other local and state resources are identified by the circled number (②). Space is provided for the page numbers of these guides and the local basals to be filled in by the teacher.

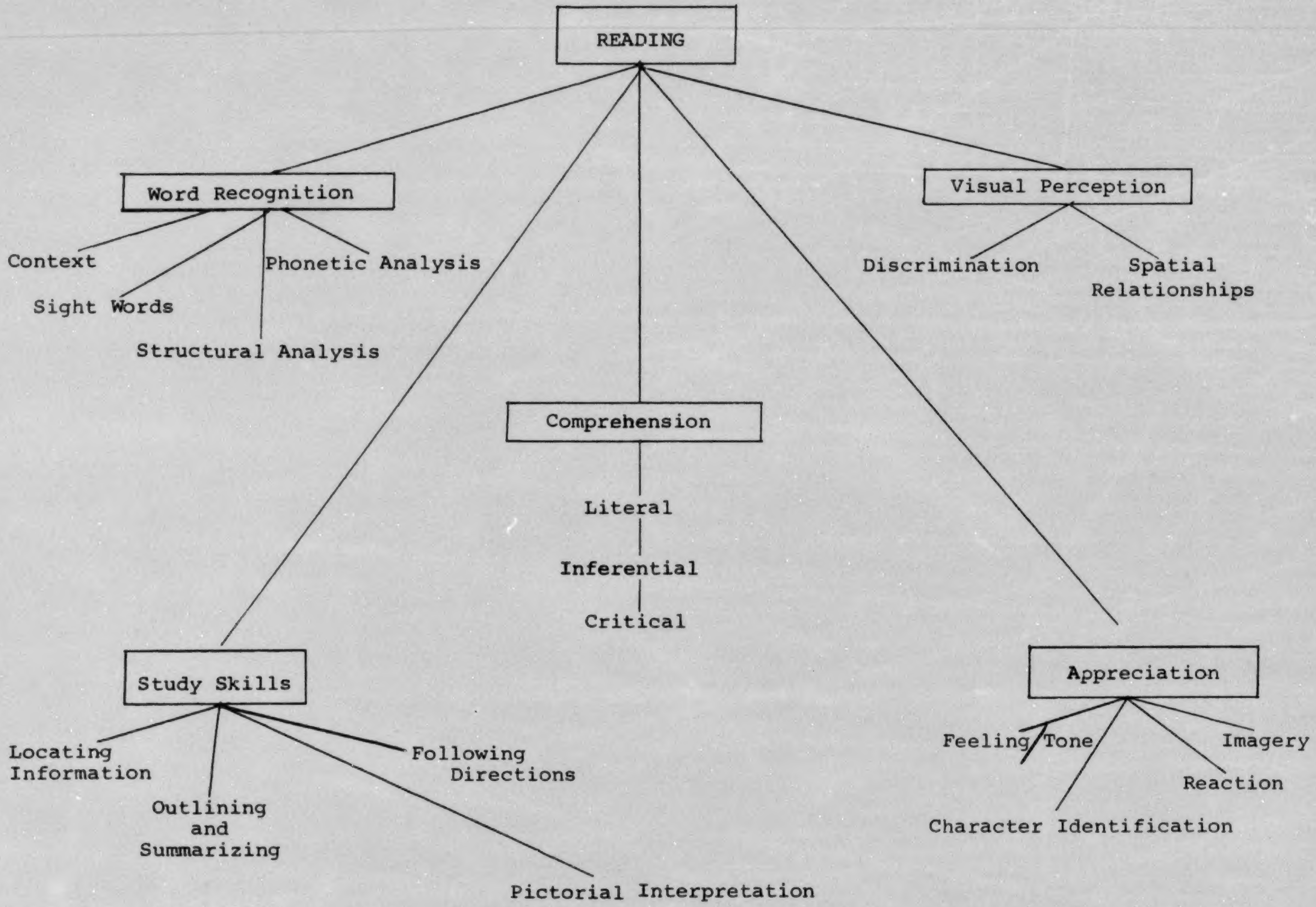
Content and appendix follow immediately behind the graded segments. The content presents a description of each of the four strands of communication skills. The appendix includes listings of resources and materials that might be helpful in implementing the language arts curriculum. An evaluation form is included for any suggestions and future changes that could be incorporated in the revision of this guide.

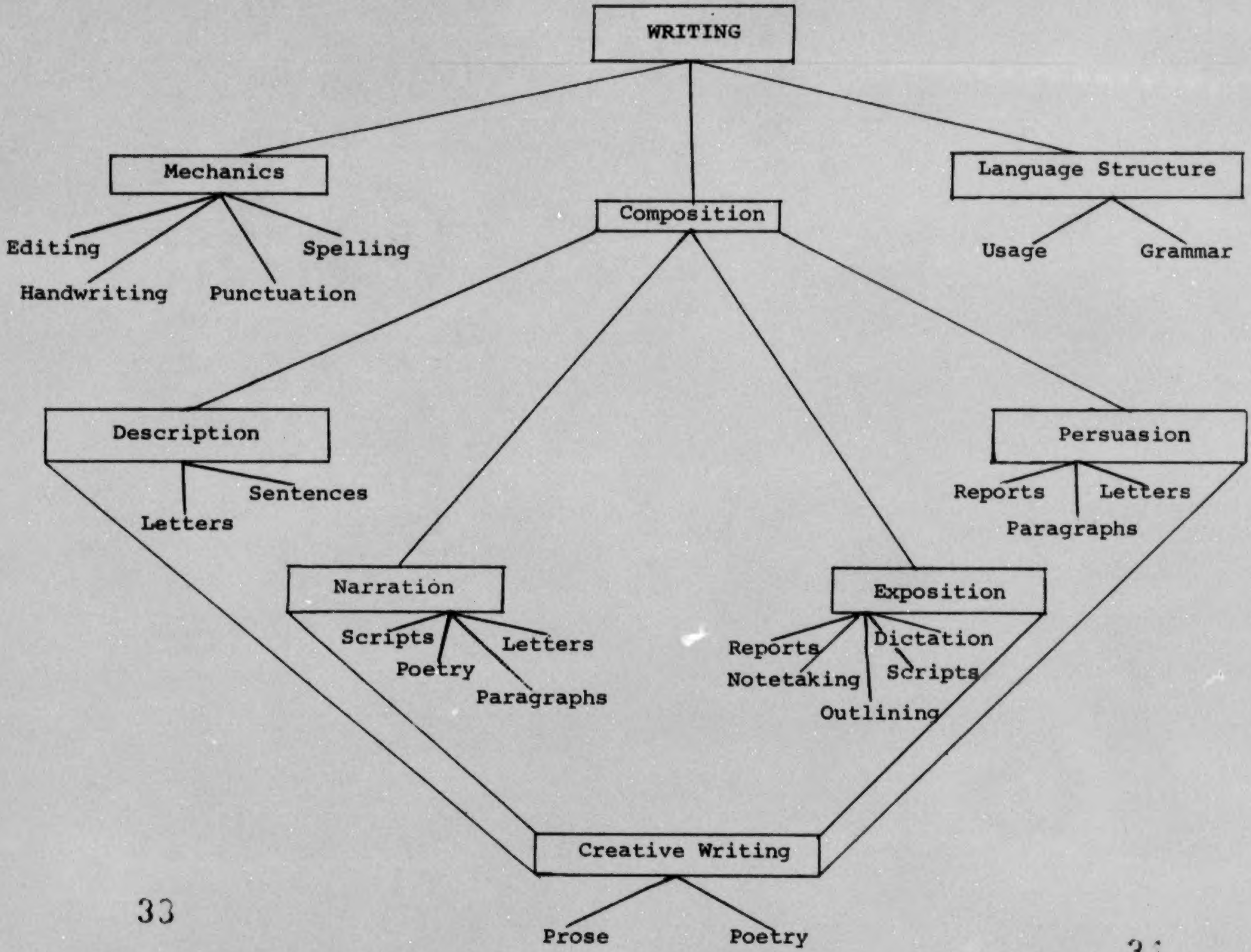
INTEGRATED LANGUAGE ARTS MODEL


LISTENING
ORAL COMMUNICATION
SPEAKING
LANGUAGE ARTS
READING
Written Communication
WRITING


LISTENING
Auditory Perception
Environmental Sounds
Phonetic Sound Discrimination
Increasing Auditory Memory
Appreciation
Literary Forms
Creative Listening
Comprehension
Literal
Detail
Main Idea
Sequence
Following Directions
Critical
Detecting Bias
Making Judgments
Propaganda
Fact and Opinion
Evaluation
Application
Inferential
Detail
Main Idea
Sequence
Following Directions


SPEAKING
LANGUAGE STRUCTURE
Formal
Informal
Speech Making
Debating
Reports
Oral Reading Expression
Discussions
Plays
Choral Speaking
Conversation
Story Telling
Dramatization
Language Experience


READING
Word Recognition
Context
Sight Words
Structural Analysis
Phonetic Analysis
Visual Perception
Discrimination
Spatial Relationships
Comprehension
Literal
Inferential
Critical
Study Skills
Locating Information
Outlining and Summarizing
Following Directions
Pictorial Interpretation
Appreciation
Feeling Tone
Imagery
Reaction
Character Identification


WRITING
Mechanics
Composition
Language Structure
Editing
Handwriting
Punctuation
Spelling
Usage
Grammar
Description
Persuasion
Letters
Sentences
Reports
Paragraphs
Letters
Narration
Exposition
Scripts
Poetry
Letters
Paragraphs
Reports
Notetaking
Outlining
Dictation
Scripts
Creative Writing
Prose
Poetry

INSTRUCTIONAL ACTIVITIES

Speech is the basis for all other language development since language acquisition is based on experiences from listening and speaking.

Kindergarten

Learner Outcomes

KINDERGARTEN

AFFECTIVE:

- Develops awareness and curiosity about self, family, and environment
- Develops a positive self-image
- Exhibits a desire to participate in group discussion
- Shows a willingness to follow simple directions
- Demonstrates a willingness to work independently
- Demonstrates sustained interest when listening to stories
- Exhibits a love of books
- Appreciates literature
- Applies literature to creative expression
- Develops an awareness of sharing

COGNITIVE:

- Strenghtens ability to communicate effectively
- Recognizes similarities and differences in the environment
- Organizes thoughts and expresses them
- Uses conventional grammar patterns in speech
- Listens for information in a story read orally
- Interprets pictures
- Follows simple directions
- Demonstrates ability to sequence events and pictures in stories
- Identifies rhyming words
- Discriminates between letter sounds through repetition and usage
- Recognizes upper and lower case letters
- Recognizes eight basic colors and their corresponding color names
- Identifies initial consonant sounds
- Recognizes words appropriate to level from the Harris-Jacobson Word List
- Identifies fact and fantasy
- Recognizes utility words
- Expands listening, speaking and reading vocabulary

PSYCHOMOTOR:

- Develops motor skills using creative movement
- Perceives spatial relationships
- Demonstrates hand-eye coordination and muscular control
- Forms manuscript letters (upper and lower case)
- Writes name, labels for pictures and words in environment
- Follows left-to-right and top-to-bottom progression
- Uses body language for dramatization
- Uses numbered items
- Marks responses as directed

Scope and Sequence

KINDERGARTEN

LISTENING

Auditory Perception

Distinguishes sounds

- environmental
- consonant

Distinguishes word endings

- rhyming elements

Responds to oral directions

- one and two step

SPEAKING

READING

Visual Perception

Perceives spatial relationships

- left-to-right progression
- top-to-bottom progression

Hand-Eye coordination

- letter formation

Discrimination

- similarities and differences
- letter recognition

Word Recognition

Uses context clues

- pictures
- meaning and syntax

Uses phonetic clues

- consonants

Sight Words

WRITING

Mechanics

Forms manuscript letters

- upper and lower case
- first name

KINDERGARTEN

LISTENING

Comprehension

Understands vocabulary

- words, phrases and sentences

Understands and responds to directions

- one and two step

Obtains answers to questions

Grasps ideas

- main idea

Makes judgements

- distinguishes realism and fantasy

Draws conclusions

SPEAKING

Language Structure

Uses conventional grammar patterns

- pronunciation

Informal

Uses expressive language

- communicates with peers
- communicates with adults
- speaks in sentences
- names objects
- conveys ideas about a given subject - story telling, dramatization, role-playing

Formal

Uses appropriate language

- interprets words, phrases, sentences
- expands vocabulary
- interprets literary selections

READING

Comprehension

Interprets words, phrases, sentences and paragraphs

- main idea
- sequence
- details
- punctuation
- draws conclusions

Demonstrates oral reading ability

Makes judgements

- distinguishes realism and fantasy, draws conclusions
- identifies story element
- character

Study Skills

Uses location skills

- page number, table of contents, alphabetical order, graphic aids (maps, graphs)

WRITING

Language Structure

Labels pictures

Composition

Dictates stories and poems

Make signs

KINDERGARTEN

LISTENING	SPEAKING	READING	WRITING
Appreciation		Appreciation	
Enjoys types of literature		Enjoys types of literature	
- fairy tales		- fairy tales	

Kindergarten   Oral Communication   Auditory Perception

Listening

OBJECTIVE: To discriminate sounds

SKILL/CONCEPT: Students identify beginning and ending sounds and rhyming words.

SUGGESTED ACTIVITIES	NOTES
1. Bring a bag containing a number of objects whose names begin with the sound of the letter b. Distractor items should also be included in the box. Tell the students they will be listening for the b sound at the beginning of each word. The bag should contain objects such as a bell, button, balloon, box, ball, book, bank, and bat along with some objects that begin with other sounds.	
2. Explain to the students that there are some words that have run away and they are hiding among other words. Students are to be detectives and find the runaway words. The word can be traced by its beginning sound. It will sound different from the words it is hiding among. Then read a list of words, one of which begins with a different sound. When the students hear the runaway word they say, "Stop that word." If the students find the word that does not belong, the teacher begins a new set of words, with a new runaway word among them. If the students haven't found the word, the teacher continues the list until the runaway word is discovered. bike, back, bud, park, berry, rod, rack, soap, rubber, racer, spot, still, spike, stairs, gum	
3. Follow the same procedure as above with rhyming words, and direct the students to look for the word which does not rhyme.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp_____
7. ____________ pp_____
8. ____________ pp_____

Kindergarten ____Oral____ **Communication** Auditory Perception

____Listening____

OBJECTIVE: To distinguish specific sounds

SKILL/CONCEPT: Students listen to distinguish specific sounds from background sounds.

SUGGESTED ACTIVITIES	**NOTES**
1. Choose a record which repeats a phrase or word over and over, such as: "The Three Little Pigs". Instruct the students to listen for a special word such as porridge, house, huff, and make a line on their paper each time they hear the special word. When the story is over, students count the lines they have made on the paper. At the end of the record, ask how many times they heard the specific word.	
2. Tape everyday sounds such as doors opening and closing, footsteps, voices, automobiles passing, dogs barking and bells ringing. Play the tape. While the tape is playing give the students a series of commands such as: to move parts of the body, draw pictures, and write numbers when they hear designated sounds.	
3. Prepare some surprise bags of popcorn, dried fruits, or peanuts and hide the bags in the classroom. Students follow the teacher's directions to find the surprises. Play a story record or song with which the students are familiar. a. "Sesame Street" b. "Alphabet Song" While the record plays, call out directions to the students who are the "search party". The rest of the class know where the bags are hidden but must keep perfectly quiet during the game.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Kindergarten Oral Communication Auditory Perception

Listening

OBJECTIVE: To identify rhyming words

SKILL/CONCEPT: Students are able to discriminate rhyming sounds when they hear them spoken.

SUGGESTED ACTIVITIES	NOTES
1. Read the following pairs of words to students. Have them identify the pairs that rhyme. fat-sat, hair-stair, flip-flop, mother-brother	
2. Give students pictures of objects. Hold up a picture that rhymes with one of the pictures and ask the students to hold the matching pair. Encourage students to give other words that rhyme with his or her picture.	
3. Give students a word orally. Ask them to give you a series of words that rhyme with the original word. Make a rhyming chart (illustrate whenever possible) and have students practice reading rhyming words.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 28
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp___
8. __________ pp___

Kindergarten Oral Communication Comprehension
Listening

OBJECTIVE: To practice auditory memory

SKILL/CONCEPT: Students recall and repeat words and sentences in order to develop auditory memory.

SUGGESTED ACTIVITIES

NOTES

1. Have the students sit in a circle. Students will each take a turn to say their names and something about how they feel. The first student may say, "My name is Ann, and I feel happy." The next student repeats a part of what the previous speaker said, tells his or her own name and then tells how he or she feels. "This is Ann, my name is Jean, and I feel sleepy." The game can be recycled after every three students. Continue around the circle until everyone has had a turn.
2. Explain to the students that you will give them the names of things in soup. Read the list, including more or fewer items, according to the abilities of the group. Students name all the items, not necessarily in order. Read the list again, leaving out one item. Students name the item left out. Other categories might include house cleaning items, toys, etc.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp __ _
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 29
7. ___________ pp____
8. ___________ pp____

Kindergarten | Oral Communication | Comprehension
Listening

OBJECTIVE: To practice auditory memory

SKILL/CONCEPT: Students recall and repeat words and sentences in order to develop auditory memory.

SUGGESTED ACTIVITIES	NOTES

3. Tell the students that they will learn some new jump rope rhymes. Teach the following rhymes, emphasizing the beat:

   a. Lots of red apples,
   Growing on a tree.
   How many do you think
   Will fall on me?
   1, 2, 3, 4, etc.

   by Nancy McRee

   b. Two dogs digging,
   In the hard, hard ground.
   How many bones,
   Do you think they found?
   1, 2, 3, 4, etc.

   by Nancy McRee

   Ask students to recall and repeat as much of the rhymes as they can remember.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 30
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten Oral Communication Comprehension
Listening

OBJECTIVE: To employ listening skills

SKILL/CONCEPT: Students listen to environmental sounds and verbal directions.

SUGGESTED ACTIVITIES	NOTES
1. Students sit in a semi-circle. Instruct them to carry out the command of what you are doing/what you are saying. If you are not doing what you are saying, the students do nothing. Touch your toes. (Teacher touches her toes.) Student follow the command. Snap your fingers. (Teacher touches her head.) Students do not follow the command. 2. Students sit in a semi-circle. Explain: "Listen carefully and do what I say, not what I do." Perform actions which do not coincide with verbal instructions. a. Touch your toes. (Hop on right foot.) b. Clap your hands three times. (Raise arms over head.)	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 31
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten

Oral Communication

Listening

Comprehension

OBJECTIVE: To employ listening skills

SKILL/CONCEPT: Students listen to environmental sounds and verbal directions.

SUGGESTED ACTIVITIES	NOTES
3. Prepare the classroom so that the atmosphere is one of calm and quietness. The lights may be turned off, shades drawn. Explain the activity in a soft voice that is almost a whisper. Students may relax by resting their heads on their desks and closing their eyes. Explain that they are going to listen for different sounds: clocks ticking, voices in the distance, and cars passing. Allow a few minutes for quiet listening then have the students relate what they heard. Make a list of the sounds on the chalkboard.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 32

5. Basal Reading pp_____

6. Language Basal pp ___

7. __________ pp____

8. __________ pp____

Kindergarten

Oral Communication

Listening

Comprehension

OBJECTIVE: To identify words that function as a unit

SKILL/CONCEPT: Students identify words which form thought units.

SUGGESTED ACTIVITIES	NOTES
1. Explain that words go together to name one object. Give each student a card with a word on it which is part of a unit. French toast, roller skate, rocking chair, record player, tape recorder Each student holds his or her card. Say each student's word aloud and have him or her stand. When all of the words have been read, the students try to find partners.	
2. Give each student a circle of red construction paper and have him or her print STOP on both sides. Read sensible and nonsense thought units. Students listen for groups of words that form sensible thought units and hold up their STOP signs when they are read by the teacher. Example: 1. elbow line 2. book mark	

Resources - For additional information and activities see:

① RX Reading pp_____

② Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp 33

⑤ Basal Reading pp_____

⑥ Language Basal pp ___

7. __________ pp____

8. __________ pp____

Kindergarten Oral Communication Comprehension

Listening

OBJECTIVE: To identify words that function as a unit

SKILL/CONCEPT: Students identify words which form thought units.

SUGGESTED ACTIVITIES	NOTES
3. Explain that each person has a first name and last name and together they name a person, so that Mary Brown is not the same as Mary Jones. When the students understand the idea of first and last names, explain that beans also have first and last nemas. Bean is the last name. Ask the students to look through seed catalogs to find all the different kinds of beans. Make a list of all the first and last names on the board. Read the list and ask a student to come up to show a picture of the bean. When the beans have been presented, give each student a direction to carry out only if he or she hears the first and last name of the bean. a. "Bob, bring me a bean." (the student does not carry out the command) b. "Katrina, bring me a kidney bean."	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____
[✓ 2] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 34
[✓ 5] Basal Reading pp_____
[✓ 6] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten　Oral Communication　Comprehension
Listening

OBJECTIVE: To recognize the vocabulary of ordinal relationships

SKILL/CONCEPT: Students learn and use words which indicate ordinal relationships.

SUGGESTED ACTIVITIES	NOTES
1. When the class is lining up to leave the room, call out an order of lining up. Example: a. "Girls wearing blue, line up first, those wearing white line up next." b. "Boys wearing red, line up first, those wearing brown line up next." After groups are standing according to these directions, give additional directions for order within the groups. Example: "Boys wearing red who have blue eyes, line up first by the door." 2. Have the students stand in a circle. Indicate where to break the circle. Students then straighten the circle into a line to form a human train. Question the students as to where they are in line, giving each student a card with a cardinal number to hold. Call out instructions such as: a. "The sixth student change places with the last student." b. "The first student stand between the seventh and eight students."	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 35
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Kindergarten

Oral
Listening
Communication

Comprehension

OBJECTIVE: To recognize the vocabulary of ordinal relationships

SKILL/CONCEPT: Students learn and use words which indicate ordinal relationships.

SUGGESTED ACTIVITIES	NOTES
3. Show pictures of trains to students and talk about how trains are used to carry materials from one city to another. Students can use cardboard boxes to make cars for a classroom train. Place an X on the floor with masking tape to mark where the train begins then give instructions that label each car as it is added to the train. "The red car will be the thrid car in our train." After the cars are lined up, explain to the students that they must load the cars, Give instructions to each child as to which car he or she should load. "Bob, load the pencils onto the last car." Question the students about what kind of cargo is loaded on a given car. "Jane, what is loaded on the first car?" When all the cars are loaded, give instruction to unload the cars.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 36
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Kindergarten Oral Communication Comprehension

Listening

OBJECTIVE: To recognize time sequence

SKILL/CONCEPT: Students distinguish sequence of time related events.

SUGGESTED ACTIVITIES

NOTES

1. Explain to the students that two sentences will be read. They must decide if the last sentence should come before or after the first sentence.
   Example:
   a. I woke up.
   b. I brushed my teeth.

   a. I ate my breakfast.
   b. I sat down at the table.

2. Read two sentences and have students join them together using before or after.
   Example:
   a. I took a bath.
   b. I went to bed.

   a. I put on my shoes.
   b. I put on my socks.

   I put on my shoes after I put on my socks.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 37
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten Oral Communication Comprehension

Listening

OBJECTIVE: To recognize time sequence

SKILL/CONCEPT: Students distinguish sequence of time related events.

SUGGESTED ACTIVITIES	NOTES
3. Explain that two events may happen at the same time or they may happen one after the other. Students listen carefully to the sentences; then decide if the events happened at the same time, or if one event happened before the other. Alert students to key words in each sentence. Example: a. The children ate lunch first; they went to the park second. b. The children went to the park after they ate lunch. c. While Joe was sharpening his pencil, he knocked over a book. d. Ann ate popcorn as she watched the movie.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ [✓ 4] State L.A. Curriculum Guide 38 pp ____ [✓ 6] Language Basal pp ___ 8. __________ pp____

Kindergarten Oral Communication **Appreciation**

Listening

OBJECTIVE: To demonstrate self-awareness

SKILL/CONCEPT: Students listen to develop an awareness of themselves.

SUGGESTED ACTIVITIES	NOTES

1. Read poems or rhymes to the students about body parts, features, and growth. Students draw pictures of their faces after looking in a mirror, outline each other's body on craft paper. They may add hats, draw in features, color the faces and outlines. Students can display their drawings in the classroom.
Possible references:

from Now We Are Six

b. I Know It Is You - author unknown

I see your face,
And I know it is you.
I can tell by your hair,
And your two eyes of blue.

I can tell by your nose,
And your mouth and your chin,
And the way that your dimple,
Goes out and then in.

There's no face quite like it,
I'm sure that is true.
For when I see your face,
I know it is you.

Resources - For additional information and activities see:

① RX Reading pp____ 3. Creative Writing pp____ ⑤ Basal Reading pp____ 7. ____________ pp____
2. Sound Off pp______ ④ State L.A. pp ____ ⑥ Language Basal pp ___ 8. ____________ pp____
Curriculum Guide 39

Kindergarten Oral Communication Appreciation

Listening

OBJECTIVE: To demonstrate self-awareness

SKILL/CONCEPT: Students listen to develop an awareness of themselves.

SUGGESTED ACTIVITIES	NOTES
2. Play simple games and use simple rhymes which point out body parts. SIMON SAYS or Put your finger on your head, Just to see if it is lead. Put your fingers on your knees, Let them stay there if you please. Put your hand upon your waist, Please don't use the glue or paste. Put your fingers on your toes, Do you wish each was a rose. From Milliken Activities for Pre-School After tracing outlines of each other's bodies on craft paper, the teacher can cut up one or two outlines to make jigsaw puzzles which the students can put together. 3. Play "Who Is It?" with the students. Describe a child by his/her physical characteristics and clothing. Students guess who is being described.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 40 ⑥ Language Basal pp ___ 8. __________ pp____

Kindergarten

Oral Communication

Listening

Appreciation

OBJECTIVE: To demonstrate an appreciation for all types of literature

SKILL/CONCEPT: Students demonstrate interest in a variety of literary forms.

SUGGESTED ACTIVITIES	NOTES
1. Before reading Sylvester and the Magic Pebble, put a small red pebble in your hand and cover it. Tell the students that you have a magic red pebble and they will hear the story about what gappened to Sylvester and his pebble. 2. Tell the students that you will read a poem to them. They are to listen for something they can draw afterwards. a. "The Sugar Plum Tree" by Eugene Field b. "A Whistle for Willie" by Ezra Jach Keats 3. Have the students bring at least two small paper bags or old white socks to school before this activity. Choose one of Aesops Fables, such as "The Grasshopper and the Ant" and read it to the class. Help students make simple hand puppets and let them re-tell parts of the fable using their puppets.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 41
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten Oral Communication Informal

Speaking

OBJECTIVE: To practice speaking audibly and clearly

SKILL/CONCEPT: Students speak audibly and clearly, in order to be understood.

SUGGESTED ACTIVITIES	NOTES
1. Introduce a cardboard TV set with movable dials for on, off and volume. Explain that volume means loudness and softness. When the volume dial is turned up, the TV set gets louder. When the volume dial is turned down, the TV set gets softer. Allow each student to introduce himself or herself on TV and say a few sentences. If the volume is too soft for a classroom voice, say, "Speak up, please," and turn the volume dial up. Allow individual students to turn the volume dial up and down. Encourage peer evaluation. 2. Have students draw or cut pictures of people in different situations. The students display their pictures and role play using appropriate conversations for each situation. 3. Students role play situations using the appropriate voice level. Examples: a. Whisper - telling a secret in the library, in a hospital b. Conversation - on the telphone, shopping in a store c. Classroom - talking to a classmate, asking a question d. Assembly - on the stage, calling to someone far away	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 42
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten Oral Communication Informal

Speaking

OBJECTIVE: To verbalize in clear but moderate tones

SKILL/CONCEPT: Students become aware that effective communication requires fluency.

SUGGESTED ACTIVITIES	NOTES
1. Guide the students in making puppets of their favorite storybook or TV characters. Provide a puppet theatre where the students present a short sequence of dialogue "on stage." Emphasize that in order to present a convincing story, they must speak in a well-modulated tone. References: a. "The Little Red Hen" b. "The Smurfs"	
2. Have the students recite familiar and unfamiliar nursery rhymes three times. Each time the voice gets lower and lower. a. "One, two, buckle my shoe" - Mother Goose b. "Rain, rain, go away" - Mother Goose c. "Little Jumping Jane" - Mother Goose	
3. Present a story sentence, the students develop their own stories from a sentence the teacher gives as a "story sparker," such as: Once upon a time there was a monster. The monster . . . . Students are directed to orally share their stories to the group, speaking in clear but moderate tones.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

[✓ 2.] Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 43 [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Kindergarten

Oral Communication

Speaking

Informal

OBJECTIVE: To apply informal speaking skills

SKILL/CONCEPT: Students analyze the events, characters, and details of a story as they develop their use of spoken language.

SUGGESTED ACTIVITIES	NOTES
1. Read, "Shop Windows," "The Postman," "The Dentist," or "My Policeman" from Time for Poetry by May H. Arbuthnot. Discuss the jobs of the workers with students as they share experiences that they have had with these community helpers.	
2. Students can role play different community workers. The teacher can describe the situation, assign the roles and the action and script will develop according to the desires of the actors who speak freely as they think the person would speak in a given situation.	
3. Provide several pictures of community helpers. After class discussion, have the students sort the pictures into three categories — "safety," "comfort," and "well-being."	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 44
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

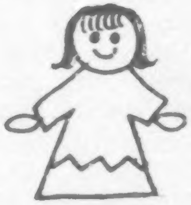
Kindergarten | Oral Communication | Informal

Speaking

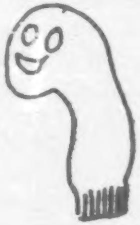
OBJECTIVE: To speak in complete sentences

SKILL/CONCEPT: Students learn to articulate their language through usage and repetition.

SUGGESTED ACTIVITIES	NOTES
1. Have students make hand puppets. Puppets can vary from very simple stick puppets to hand puppets made from socks, paper bags or cloth. Provide a stage and encourage students to speak for their puppet. Two or more puppets can engage in a conversation.	



CLOTH



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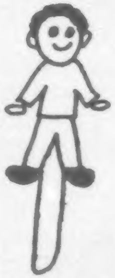


STICK

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 45
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

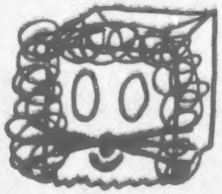
Kindergarten Oral Communication Informal

Speaking

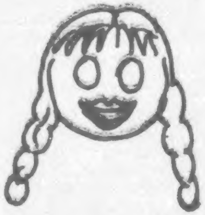
OBJECTIVE: To speak in complete sentences

SKILL/CONCEPT: Students learn to articulate their language through usage and repetition.

SUGGESTED ACTIVITIES	NOTES
2. Mask and costumes are great devices to use to motivate students to communicate freely. Costumes and mask can be used throughout the year — Halloween, Christmas, Easter, etc. They can be made from paper bags, paper plates or construction paper.	



PAPER BAG



PAPER PLATE

3. Arrange a variety of interesting objects on a rug in the room. Place a bright colored ball between two objects. Say, "The red ball is between the car and the doll." Have a student move the red ball and verbalize the location. Other locations are given — next to, in front of, behind, nearest, farthest.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp_____

② Sound Off pp_____ ④ State L.A. Curriculum Guide pp 46 ⑥ Language Basal pp ___ 8. __________ pp_____

Kindergarten

Oral Communication

Informal

Speaking

OBJECTIVE: To discuss topics in the environment through oral communication

SKILL/CONCEPT: Students appreciate the importance of transportation in the lives of all people through spoken language.

SUGGESTED ACTIVITIES	NOTES
1. Read The Little Engine That Could. a. Discuss how trains help the community? b. What kinds of things can a train bring to a community? Students draw pictures of trains and share them with other class members.	
2. Read Boats on the River by Flack or show the film "Boats and Ships" by Encyclopedia Britannica Films. Discuss film and have students draw a picture of a type of boat seen on the river. Students share experiences by telling about and describing their pictures.	
3. Read A Big Coal Truck by Horwick or show the film "The Big Wide Highway" by Coronet Films. Have students draw pictures of trucks. Discuss different types of trucks and their purposes.	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 47
5. Basal Reading pp____
6. Language Basal pp___
7. ____________ pp____
8. ____________ pp____

Kindergarten Oral Communication Informal

Speaking

OBJECTIVE: To recognize directionality

SKILL/CONCEPT: Students learn to articulate their language through usage and repetition.

SUGGESTED ACTIVITIES	NOTES
2. Play "Simon Says" using directional words in command. "Put your hands over your eyes." Call on several students to give commands. 3. Students are given pictures showing directional concepts. The teacher asks questions and encourages students to answer in sentences. a. "Where is the boy standing?" (The boy is standing beside the desk.) b. "Where is the dog?" (The dog is in the doghouse.)	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp_

[✓ 2] Sound Off pp_____ [✓ 4] State L.A. Curriculum Guide pp 49 [✓ 6] Language Basal pp ___ 8. ___________ pp_

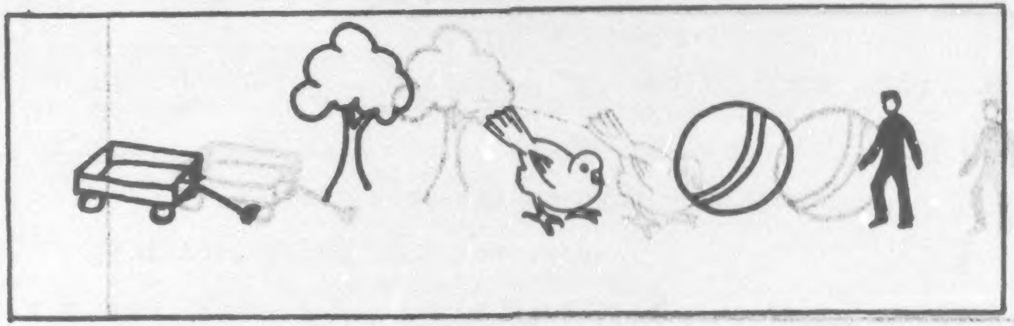
Kindergarten Oral Communication Informal

Speaking

OBJECTIVE: To recognize directionality

SKILL/CONCEPT: Students practice vocabulary usage of directionality words.

SUGGESTED ACTIVITIES	NOTES
1. Have one student place objects on a flannel board according to specific directions. Then let this student direct other students where to place pictures. Continue until many students have had an opportunity to participate. This activity can be repeated for several days.	



a. Put the boy next to the wagon.

b. Put the ball under the tree.

c. Put the bird in the tree.

d. Put the ball in the wagon.

Resources - For additional information and activities see:

① RX Reading pp____ 3. Creative Writing pp____ ⑤ Basal Reading pp____ 7. ________ pp____

② Sound Off pp____ ④ State L.A. Curriculum Guide pp 48 ⑥ Language Basal pp ____ 8. ________ pp____

Kindergarten

Oral Communication

Speaking

Informal

OBJECTIVE: To employ descriptive words

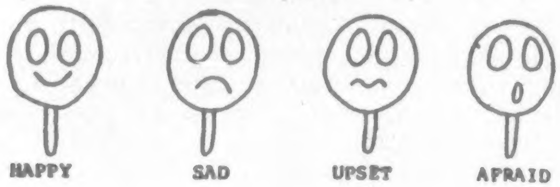
SKILL/CONCEPT: Students understand and are able to use common words which name objects, action words, feelings etc.

SUGGESTED ACTIVITIES	NOTES

1. Students listen to a series of words that represent different sounds. They identify objects that would make these sounds.

   buzz crunch tick smack chirp snore laugh cry splash

2. Read a story. Discuss how characters felt, such as happy, sad, afraid, upset, or grouchy. Have students place emotion masks in front of their faces and express how the characters felt.



3. Present one of Richard Scarry's picture books. Have students name characters in the picture and discuss what is going on in the picture. Stories can be told about different characters describing what they are doing.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 50
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Kindergarten Oral Communication Informal

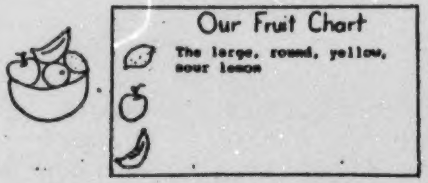
Speaking

OBJECTIVE: To employ oral sentence building

SKILL/CONCEPT: Students understand and produce simple language forms.

SUGGESTED ACTIVITIES | NOTES

1. Provide a basket of fresh fruit for the students to smell, taste, and touch. Have a large chart and marker handy. Begin by passing one fruit for the students to observe. Ask them to describe the fruit in detail. Say, "What can you tell me about that fruit?" Your results may sound like this, "The large, round, yellow lemon is sour." Write results on chart.


Our Fruit Chart
The large, round, yellow, sour lemon

2. Take the students on a "Nature Walk". Encourage them to bring back an object to the classroom (rock, leaf, twig, grass). Have them describe what they found. Record the information on a class chart.

3. Play a game called "Can you Guess?" Give clues about an object (physical description or category such as animal, vehicle, etc.). Give students a chance to guess after each clue. If a student guesses correctly, he or she can give the clues to identify the next object. Have pictures available to show to the group after each object has been identified.

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 51
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Kindergarten — Oral Communication — Informal

Speaking

OBJECTIVE: To employ spoken language in story form

SKILL/CONCEPT: Students assimilate the events, characters, and details of a story.

SUGGESTED ACTIVITIES	NOTES
1. Have students draw pictures of family members. Have students tell a story using family members as characters, such as: a. "The day we went to the beach . . . ." b. "My mother's favorite TV show is . . . ." c. "My brother's favorite video game is . . . ." 2. Give students a series of related pictures. Have them tell a story about the pictures. Make sets of sequential pictures using old readers, science and social studies textbooks. Students put the pictures in sequential order and tell a story about them naming characters, describing events and stating specific details. 3. Display photographs taken by the teacher during a day's activities. Each student will relate the days events using the photos as aids. Each student can study pictures and tell a story about one of them. Record some of the stories on tape and play it back for the students.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 52
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten Oral Communication Informal

Speaking

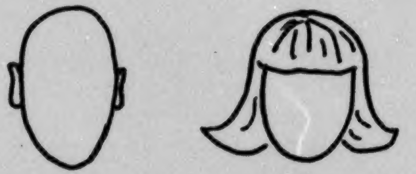
OBJECTIVE: To interpret symbolic gestures

SKILL/CONCEPT: Students communicate in a meaningful way through drama.

SUGGESTED ACTIVITIES

NOTES

1. Give students crayons and paper with blank faces on it. Students show their understanding of facial expressions by filling in faces to match the puzzled, upset, happy and sad expressions on the teacher's face. They then explain the emotion depicted.



2. Students pantomime specific commands. Other students guess what the command is.

   come, stop, quiet, go

3. Read the book, Andy by Eleanor Shick. Have the students pantomime all the people that Andy pretends to be as the story is reread.

   Read The Three Little Kittens. Have the students pantomime all the emotions of the kittens.

   Then have the students discuss how certain gestures represented characterizations and/or emotions.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 53
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Kindergarten

Oral Communication

Speaking

Informal

OBJECTIVE: To demonstrate an appreciation for creative dramatization

SKILL/CONCEPT: Students become aware of voice inflection, pitch, and power as a method with which to enhance their increasing vocabulary.

SUGGESTED ACTIVITIES

NOTES

1. After reading "Goldilocks and the Three Bears," ask the students "What would an elderly grandmother's voice sound like? . . . . a hungry wolf's voice . . . .?" Others stories for dramatization include:

   a. "Red Riding Hood"
   b. "Jack and the Beanstalk"

2. Ask the student "How would you say "Oh" if you fell and cut your knee?" "If mother gave you an ice cream cone?" "If you saw a monster?"

   Encourage voice inflections.

3. Have students portray different characters by wearing animal masks. Students change sound and pitch when they change masks.

   a. cat
   b. dog
   d. bear
   e. monkey

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 54
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Kindergarten

Oral Communication

Speaking

Informal

OBJECTIVE: To employ finger plays as an aid to expression

SKILL/CONCEPT: Students learn language rhythmic expression and motor coordination.

SUGGESTED ACTIVITIES

NOTES

1. Using a variety of nursery rhymes, let students clap their hands or tap to the rhythm of the poem or song. Students can identify rhyming elements.

   Book of Nursery and Mother Goose Rhyme
   Doubleday, 1954

2. Introduce finger plays to students. Show them how they can do hand movements to show what they are saying. Read and do many finger plays with students. Encourage them to create new finger plays to accompany familiar rhymes.

3. Students can create their own movements and finger plays for stories read by the teacher. Stories with many action words are good to use to demonstrate movement with fingers.

   a. STORY:
   "How Mrs. White Rabbit and Mrs. Black Rabbit Missed Each Other"
   b. SOUNDS AND ACTIONS:
   knock, hopping, right side, left side

Resources - For additional information and activities see:

1. RX Reading pp_____	3. Creative Writing pp_____	5. Basal Reading pp_____	7. __________ pp____
2. Sound Off pp_____	[✓ 4.] State L.A. Curriculum Guide pp 55	6. Language Basal pp ___	8. __________ pp____

Kindergarten

Written Communication

Reading

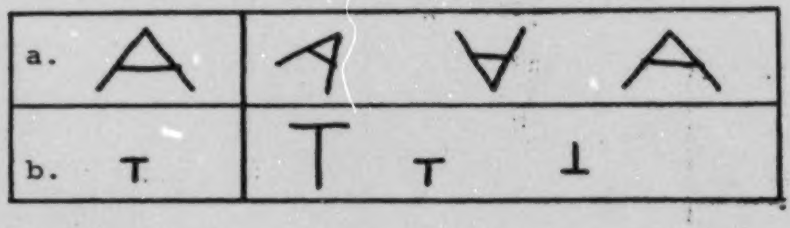
Visual Perception

OBJECTIVE: To practice visual discrimination

SKILL/CONCEPT: Students learn to become aware of visual similarities and differences in the environment as a prerequisite for reading.

SUGGESTED ACTIVITIES	NOTES

1. Have students identify letters of different sizes arranged in different positions.



2. Write the names of three children in the class on the chalkboard.

JOHN LINDA LOUIS

Students find the names in a list of names.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____ 3. Creative Writing pp____ [✓ 5.] Basal Reading pp____ 7. ________ pp____

[✓ 2.] Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp 56 6. Language Basal pp ___ 8. ________ pp____

Kindergarten   Written Communication   Visual Perception

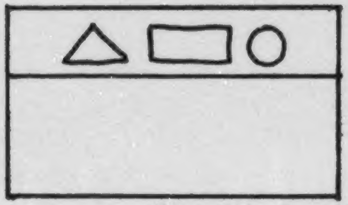
Reading

OBJECTIVE: To practice visual discrimination

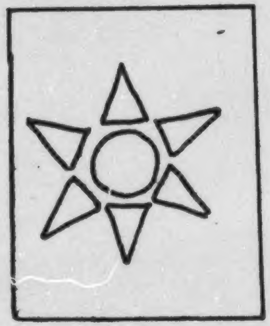
SKILL/CONCEPT: Students learn to become aware of visual similarities and differences in the environment as a prerequisite for reading.

SUGGESTED ACTIVITIES | **NOTES**

3. Have students match attribute blocks to duplicate patterns, models, or pictures provided by the teacher.



A



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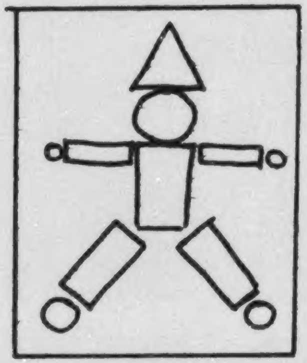

C

Resources - For additional information and activities see:

① RX Reading pp_____   3. Creative Writing pp_____   ⑤ Basal Reading pp_____   7. ___________ pp____

② Sound Off pp______   ④ State L.A. Curriculum Guide pp ____   6. Language Basal pp ___   8. ___________ pp____

Kindergarten

Written Communication

Reading

Visual Perception

OBJECTIVE: To practice movement from left to right and top to bottom

SKILL/CONCEPT: Students practice visual perception skills of top to bottom and left to right as a preparation for reading.

SUGGESTED ACTIVITIES	NOTES
1. Using body movement, the student demonstrates top to bottom motion and left to right motion accompanied by music. The record "The Hokey Pokey" is ideal for helping students become familiar with the left and the right.	
2. Draw a series of dots on the board and have students connect them by beginning at the left and going to the right. Do the same for top to bottom. Instruct students to make their lines as straight as they can.	
3. Place different objects in a line on a table. Have the students name each object from left to right.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

[✓ 2.] Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp ____ 58

[✓ 5.] Basal Reading pp_____

6. Language Basal pp ___

7. ___________ pp____

8. ___________ pp____

Kindergarten Written Communication Visual Perception

Reading

OBJECTIVE: To recognize primary colors

SKILL/CONCEPT: Students recognize primary colors.

SUGGESTED ACTIVITIES	NOTES
1. Introduce three colors at a time using finger paints. Begin with red, yellow, and blue. After students are familiar with the first three, then introduce green, purple, and orange by mixing the three primary colors. Let students experiment. Students read color words and make pictures in the appropriate box.	

red	blue	yellow
orange	green	purple

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. 59 Language Basal pp ___ 8. __________ pp____

Kindergarten

Written Communication

Reading

Visual Perception

OBJECTIVE: To recognize primary colors

SKILL/CONCEPT: Students recognize primary colors.

SUGGESTED ACTIVITIES	NOTES
2. Give each student a card with a color on it. SAY: a. "This color, stand up!" (blue) b. "This color, hop!" (green) c. "This color, raise your hand!" (red) 3. Play the game "I Spy Something (RED)". The teacher begins and lets students locate something in the room that is "red". The student who answers correctly continues by saying, "I Spy Something green". Use a variety of colors. Write the object located under that color word and display in classroom. Students can also draw pictures of the objects.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
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7. ___________ pp____
8. ___________ pp____

Kindergarten — Written Communication — Word Recognition

Reading

OBJECTIVE: To identify the letters of the alphabet

SKILL/CONCEPT: Students learn the names of the letters of the alphabet.

SUGGESTED ACTIVITIES	NOTES

1. Present four letters of the alphabet to the class on ten inch cards. Tell students to close their eyes and remove one card from the sequence. Have them identify the missing letter.

2. Give each student or a group of students a set of ten teacher-made alphabet cards. The alphabet cards should be scrambled. Ask students to place them on the desk or table in the correct order. Get them to name the letters of the alphabet to check for recognition.

3. Using an "Alphabet Bingo Game" the students demonstrate recognition of letters. Provide chips or buttons for markers.

A	L	B	H	A

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

[✓ 2.] Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp _____

[✓ 5.] Basal Reading pp_____

6. Language Basal pp ___

7. ____________ pp____

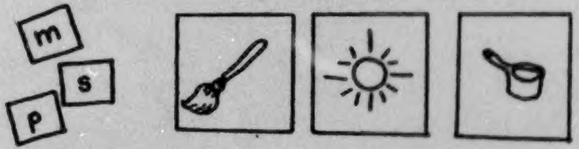
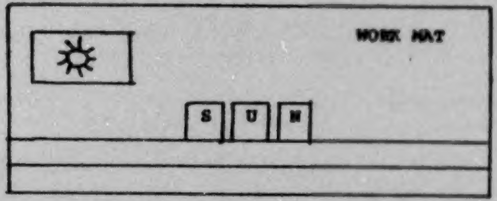
8. ____________ pp____

Kindergarten — Written Communication — Word Recognition

Reading

OBJECTIVE: To use phonetic skills in word building

SKILL/CONCEPT: Students form words by using pictures in preparation for reading.

SUGGESTED ACTIVITIES	NOTES
1. Provide a basket of plastic fruit and letters and have the students match the fruit and corresponding letter for initial consonant sound. 2. Display familiar letters on a mat or work area. Have on hand picture cards for initial sounds.  3. Have a collection of picture cards with a picture on front and a word on the back of each for self-correction in the work area. The students build the words by sounding out letters.  	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp___
7. ___________ pp____
8. ___________ pp____

Kindergarten

Written Communication

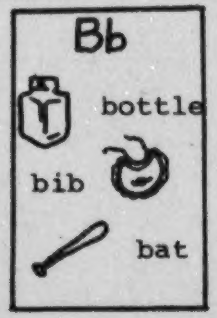
Reading

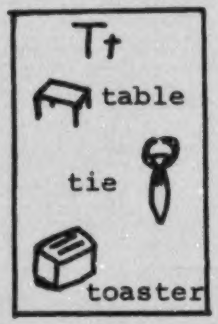
Word Recognition

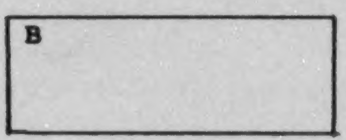
OBJECTIVE: To recognize initial consonant sounds

SKILL/CONCEPT: Students learn initial sounds of the consonants.

SUGGESTED ACTIVITIES	NOTES
1. Have students think of items used in the home that begin with the sound you are teaching. Make a chart of the items they name.	
2. Provide magazines and catalogs for the students to cut pictures that begin with specific letter sounds. These pictures can then be made into a collage of "B" pictures for example.	







Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp _____
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Kindergarten

Written Communication

Reading

Word Recognition

OBJECTIVE: To recognize initial consonant sounds

SKILL/CONCEPT: Students learn initial sounds of the consonants.

SUGGESTED ACTIVITIES	NOTES
3. Play the "Who am I?" Game. The student says: a. "My name begins with C." b. "I am an animal." c. "I walk like this . . ."	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
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7. __________ pp_____
8. __________ pp_____

Kindergarten　　Written Communication　　Word Recognition

Reading

OBJECTIVE: To recognize basic sight words

SKILL/CONCEPT: Students have a word source for vocabulary development and as a base for independent writing.

SUGGESTED ACTIVITIES	NOTES
1. Students make a picture book of the sight words they know by cutting out or drawing pictures and labeling each. Use words from basal vocabulary list. 2. Make two flashcards for each pre-primer word on the Harris-Jacobson Word List. Display one set in different areas of the room. Ask each student to locate and match the flashcards. 3. Make a set of pre-primer sight words on index cards. On five additional cards make sad faces. Shuffle the cards and place them face down on a table. Each student in turn picks a card and pronounces the word. The student keeps the card if the word is said correctly. If a sad face is drawn, the student loses his turn.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____　3. Creative Writing pp_____　[✓ 5.] Basal Reading pp_____　7. ____________ pp____

[✓ 2.] Sound Off pp______　[✓ 4.] State L.A. Curriculum Guide pp ____　6. Language Basal pp ___　8. ____________ pp____

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Kindergarten | Written Communication | Word Recognition

Reading

OBJECTIVE: To identify categories of words

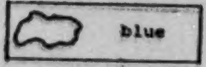
SKILL/CONCEPT: Students increase their vocabulary by making and using the pictionary.

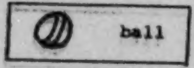
SUGGESTED ACTIVITIES	NOTES

1. Using magazines, students cut out pictures to match a particular category. Students paste pictures on chart paper.

PEOPLE	
mother	teacher
nurse	dad
doctor	

2. Have picture word cards such as:





Hold up each card. Have students find the word in the dictionary. Start off using only one category at a time.

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____
[✓ 2] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4] State L.A. Curriculum Guide pp_____
[✓ 5] Basal Reading pp_____
[✓ 6] Language Basal pp_____ 66
7. __________ pp_____
8. __________ pp_____

Kindergarten

Written Communication

Reading

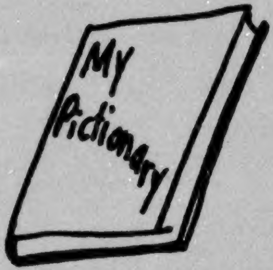
Word Recognition

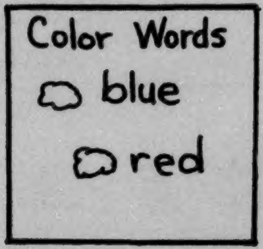
OBJECTIVE: To identify categories of words

SKILL/CONCEPT: Students increase their vocabulary by making and using the pictionary.

SUGGESTED ACTIVITIES

3. Students develop their own pictionary, starting with one category. As students learn a new word for that category they add it to their pictionary.





PAGE FROM BOOK

Make the book so that more pages can be added during the year.

NOTES

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____
[✓ 2] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4] State L.A. Curriculum Guide pp 67
[✓ 5] Basal Reading pp_____
[✓ 6] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

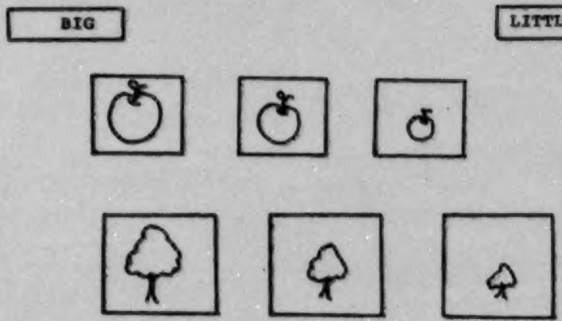
Kindergarten Written Communication Comprehension

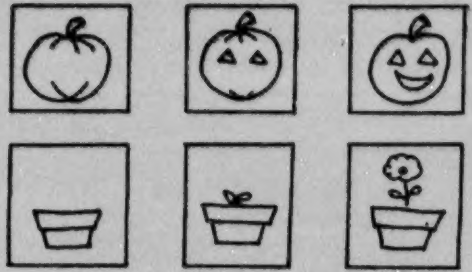
Reading

OBJECTIVE: To demonstrate knowledge of sequential order

SKILL/CONCEPT: Students place pictures in sequential order

SUGGESTED ACTIVITIES	NOTES
1. Have a collection of "big" and corresponding "little" objects, two cards with the word "big" and "little" on them and a work area. Students classify the objects.	
2. Have the students place pictures in sequential order. Pictures can include familiar tasks.	





Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp _____
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Kindergarten　Written Communication　Comprehension
Reading

OBJECTIVE: To demonstrate knowledge of sequential order

SKILL/CONCEPT: Students place pictures in sequential order.

SUGGESTED ACTIVITIES	NOTES
3. Cut cartoons from the newspaper or comic books. Use cartoons which have little writing on them. Place them in an envelope. Students place the cartoons in the proper sequence and orally tell the story.	

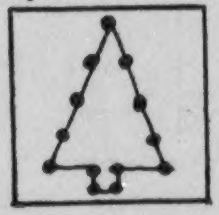
Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp _____
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten Written Communication Mechanics
Writing

OBJECTIVE: To demonstrate fine-motor coordination

SKILL/CONCEPT: Students engage in manipulative activities.

SUGGESTED ACTIVITIES	NOTES
1. Provide simple sewing cards and other mainpulative materials such as beads, peg boards, lacing shoes and modeling clay to provide fine motor skill practice. 	
2. Students bring Mardi Gras beads from home. The teacher directs them to break the strands and place all loose beads in a bowl. Then students select beads to glue onto construction paper and thereby write their names.	
3. Students are to use modelling clay to make "snakes" or "ropes" that can be manipulated into letters, words and sentences.	

Resources - For additional information and activities see:
[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 70
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Kindergarten

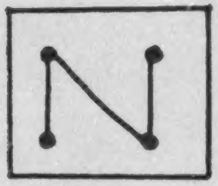
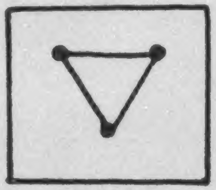
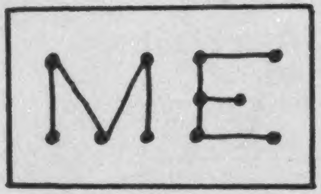
Written Communication

Writing

Mechanics

OBJECTIVE: To demonstrate fine motor skills

SKILL/CONCEPT: Students practice vertical strokes, slanted lines, and circles.

SUGGESTED ACTIVITIES	NOTES
1. Have students practice making vertical strokes, slant lines and circles in tempera colors using different size paint brushes. Students can make different color lines on old newspaper. If design and space is discussed and considered, activity can result in a nice art product.	
2. Provide simple dot-to-dot activities for the students to complete. Dots can be connected to form letters, shapes, pictures, and words.	
 LETTER  SHAPE  WORD	
3. Students look around the classroom for objects or words that illustrate vertical strokes, slanted lines and circles. They are encouraged to copy these letters, words, objects, etc. in their notebooks.	

Resources - For additional information and activities see:

① RX Reading pp_____

② Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp ____ 71

5. Basal Reading pp_____

6. Language Basal pp ___

7. ____________ pp____

8. ____________ pp____

Kindergarten

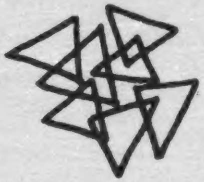
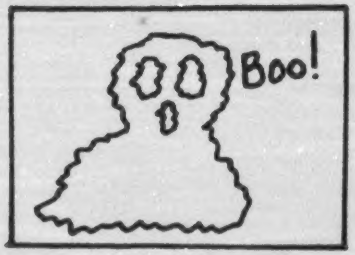
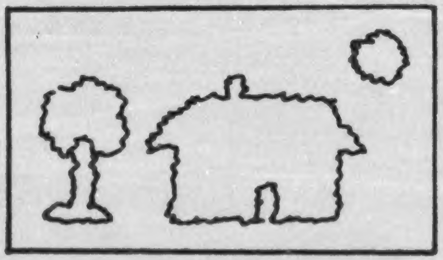
Written Communication

Writing

Mechanics

OBJECTIVE: To demonstrate fine-motor coordination

SKILL/CONCEPT: Students will improve handwriting skills and eye-hand coordination in preparation for writing.

SUGGESTED ACTIVITIES	NOTES
1. Provide geometric shapes made of cardboard or sturdy material. Have students trace the different shapes using crayons or color pencils on art paper to make a design. Encourage overlapping of shapes. 	
2. Provide different colors of tissue paper. Have students tear strips and paste them on paper to make a design or picture. Encourage overlapping, wrinkling, etc. for various textures.  	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp____

② Sound Off pp______ ④ State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. __________ pp____

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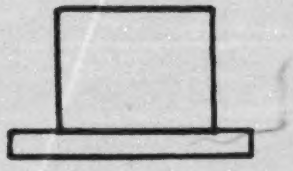
Kindergarten Written Communication Mechanics

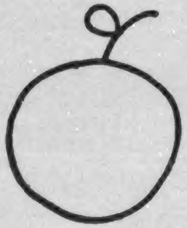
Writing

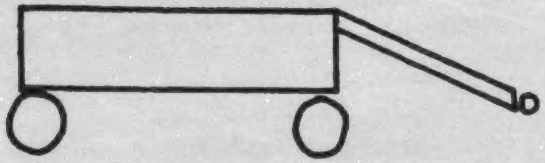
OBJECTIVE: To demonstrate fine-motor coordination

SKILL/CONCEPT: Students will improve handwriting skills and eye-hand coordination in preparation for writing.

SUGGESTED ACTIVITIES	NOTES
3. After introducing four basic geometric shapes, have students cut these shapes from construction paper and arrange them on art paper to make a picture.	







Resources - For additional information and activities see:

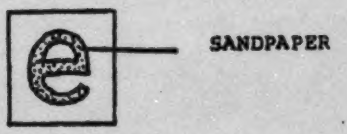
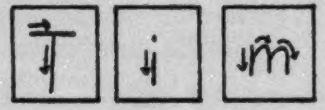
[✓ 1] RX Reading pp____
[✓ 2] Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp____
6. Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

Kindergarten   Written Communication   Mechanics

Writing

OBJECTIVE: To practice letter formation

SKILL/CONCEPT: Students engage in activities to provide practice in letter formation.

SUGGESTED ACTIVITIES	NOTES
1. Students correctly trace over sandpaper letters using index and middle finger together. Then have them do the same in sand or cornmeal. Provide a "feely box" with sandpaper letters. 	
2. Students pair in teams. One student turns around while the other student traces letters on his or her back with a finger. The student must guess which letter has been written on his or her back. They switch and the other student gets a turn. 	
3. Make a set of letter cards illustrating the steps in the formation of various levels. Students can use cards to practice writing their names. Names can be written several times — each in a different color.	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

[✓ 2] Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp _____ 6. 74 Language Basal pp ___ 8. ___________ pp____

Kindergarten

Written Communication

Writing

Mechanics

OBJECTIVE: To write and recognize names

SKILL/CONCEPT: Students distinguish likenesses and differences in written language.

SUGGESTED ACTIVITIES	NOTES
1. Read the story, "There's an Ant in Anthony." Discuss likenesses/differences in names. Compare students names. Make a list of names of students in class. Place all the names that begin with the same letter together. Read and have students write the names beginning with A.	
2. Have students draw pictures of their family members, and label each person. Students dictate a sentence describing each family member. Students can make a family album or story book.	
3. Keep a "Find-the-Word" box with word cards in it. Duplicate these word cards and attach them to corresponding items in the room. Have students match these labels with the word cards and make their own lists.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] 75 Language Basal pp ___
7. __________ pp____
8. __________ pp____

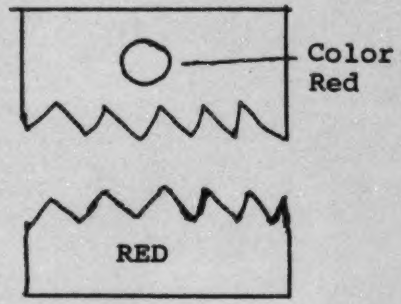
Kindergarten Written Communication Mechanics

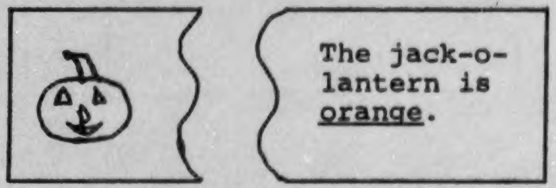
Writing

OBJECTIVE: To write color names

SKILL/CONCEPT: Students increase sight vocabulary and develop written language.

SUGGESTED ACTIVITIES	NOTES
1. Students trace color names in sand or box of cornmeal using teacher-made labels.	
2. Students complete puzzle with a color word.	





Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____

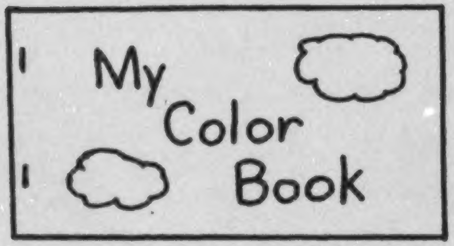
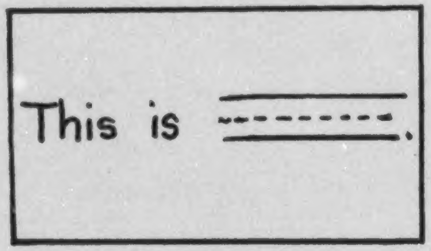
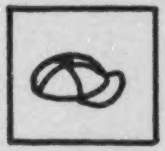
② Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. __________ pp____

Kindergarten Written Communication Mechanics

Writing

OBJECTIVE: To write color names

SKILL/CONCEPT: Students increase sight vocabulary and develop written language.

SUGGESTED ACTIVITIES	NOTES
3. Students make color word books. They cut and paste magazine pictures that correspond to color name and write missing color word.    	

Resources - For additional information and activities see:

① RX Reading pp_____

② Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp ____

⑤ Basal Reading pp_____

6. Language Basal pp ____

7. __________ pp____

8. __________ pp____

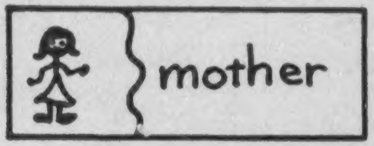
Kindergarten Written Communication Language Structure

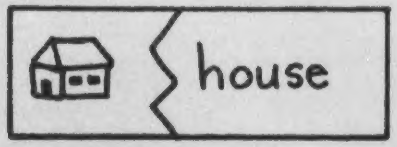
Writing

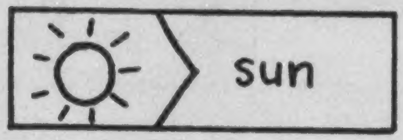
OBJECTIVE: To practice writing vocabulary

SKILL/CONCEPT: Students receive many opportunities for building writing vocabulary by using words in various situations.

SUGGESTED ACTIVITIES	NOTES
1. Students make naming words with pictures of family members on tag board strips.	







After they correctly match the picture and the word, keep a notebook of words to use when they begin writing or labeling.

Resources - For additional information and activities see:

① RX Reading pp_____ ③ Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp____
② Sound Off pp______ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ___ 8. ___________ pp____

Kindergarten

Written Communication
Writing

Language Structure

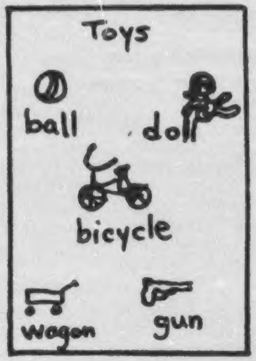
OBJECTIVE: To practice writing vocabulary

SKILL/CONCEPT: Students draw from opportunities for building writing vocabulary by using words in various situations.

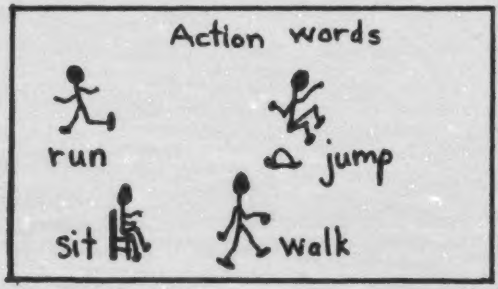
SUGGESTED ACTIVITIES | **NOTES**

2. Develop poster board word walls to assist young students in writing. The following themes may be used:
   a. color words
   b. toy words
   c. action words

Color Words
○ red
○ blue
○ yellow
○ green
○ orange
○ black



Family Words
sister
mother
father
grandmother
brother
baby



Resources - For additional information and activities see:
① RX Reading pp_____ ③ Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____
② Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ___ 8. __________ pp____
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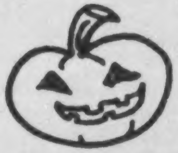
Kindergarten　　Written Communication　　Language Structure

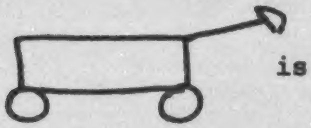
Writing

OBJECTIVE: To practice writing vocabulary

SKILL/CONCEPT: Students receive many opportunities for building writing vocabulary by using words in various situations.

SUGGESTED ACTIVITIES	NOTES
3. Begin rebus sentences and have students fill in missing parts. Charts, word walls and pictionaries in the classroom can assist students.	

The  is - - - - - - . orange
blue

The  is - - - - - -. red
green

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
③ Creative Writing pp_____
④ State L.A. Curriculum Guide pp ____
⑤ Basal Reading pp_____
⑥ 80 Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Kindergarten

Written Communication

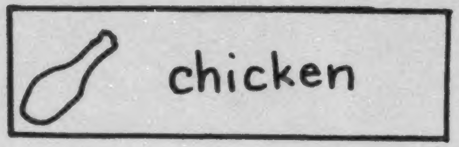
Writing

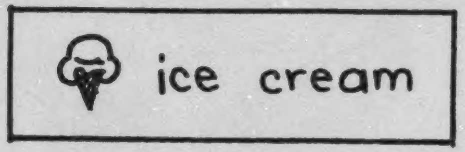
Composition

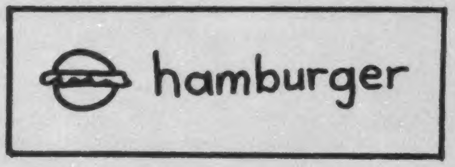
OBJECTIVE: To illustrate ideas through pictures

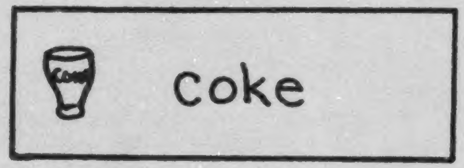
SKILL/CONCEPT: Students express their ideas in pictures and dictates stories about pictures.

SUGGESTED ACTIVITIES	NOTES
1. Students are instructed to draw pictures of things they like to eat. After they have completed their pictures, label them. Students are given sentence strips and markers to copy their words. Students share their words with other students.	









Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
③ Creative Writing pp_____
④ State L.A. Curriculum Guide pp _____
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

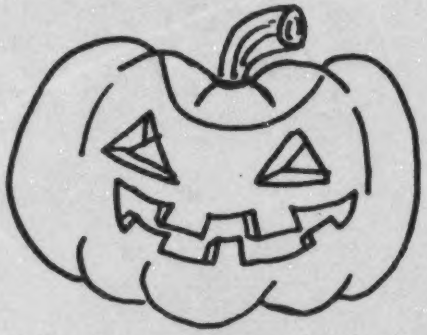
Kindergarten Written Communication Composition

Writing

OBJECTIVE: To illustrate ideas through pictures

SKILL/CONCEPT: Students express their ideas in pictures and dictates stories about pictures.

SUGGESTED ACTIVITIES	NOTES
2. Have students draw a picture. Students dictate a sentence or sentences to the teacher about their pictures. The teacher writes the sentence dictated by the student at the bottom of each picture.	



This is a jack-o-lantern.

Resources - For additional information and activities see:

① RX Reading pp_____ ③ Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp____

② Sound Off pp______ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ___ 8. ___________ pp____

Kindergarten Written Communication Composition

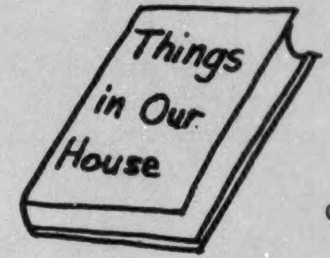
Writing

OBJECTIVE: To illustrate ideas through pictures

SKILL/CONCEPT: Students express their ideas in pictures and dictate stories about pictures.

SUGGESTED ACTIVITIES	NOTES

3. Students are instructed to draw pictures of something they have at home. Each student dictates a sentence or sentences about his or her picture. The teacher collects these pictures and places them in a class book.



CLASS BOOK

Place the class book in the classroom pleasure reading area.

Resources - For additional information and activities see:

① RX Reading pp_____ ③ Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____

② Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ___ 8. __________ pp____

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Oral language development is the key to success in reading.

Grade 1

Learner Outcomes

GRADE 1

AFFECTIVE:

- Develops a positive self-concept
- Enjoys listening to stories read orally
- Participates in class discussions
- Develops effective work habits
- Works independently and in groups
- Enjoys a variety of reading materials
- Appreciates literature
- Exhibits enthusiasm for learning

COGNITIVE:

- Strengthens ability to communicate effectively
- Listens for specific sounds in words and in the environment
- Listens for information
- Organizes thoughts and expresses them
- Uses conventional grammar patterns
- Uses simple, compound and complex sentences
- Shares experiences before a group in structured manner
- Reads basals appropriate to level
- Recognizes consonant and vowel sounds
- Recognizes words from Harris-Jacobson List appropriate to level
- Uses utility words
- Recognizes digraphs, blends and diphthongs
- Uses antonyms, synonyms, compound words and contractions
- Reads with increasing attention to meaning
- Identifies expressions of emotion by story characters
- Sequences events, pictures and stories
- Uses pronoun referents
- Follows oral and written directions
- Develops study skills
- Uses picture dictionary as a reference
- Uses upper and lower case letters appropriately
- Writes simple sentences and stories
- Uses correct spelling
- Expands listening, speaking, reading and writing vocabularies

PSYCHOMOTOR:

- Perceives spatial relationships
- Follows left-to-right and top-to-bottom progression
- Expands fine muscular and visual coordination
- Writes names, labels for pictures and words in environment
- Writes legibly in manuscript
- Uses body language for dramatization

Scope and Sequence

GRADE 1

LISTENING

Auditory Perception

Distinguishes sounds

- environmental
- consonants
- vowels

Distinguishes word beginnings and endings

- rhyming elements

SPEAKING

READING

Visual Perception

Perceives spatial relationships

- left-to-right progression
- top-to-bottom progression

Recognizes letters

Word Recognition

Uses context clues

- pictures
- meaning and syntax

Uses phonetic clues

- consonants (initial, final and internal)
- consonant blends (initial and final)
- consonant digraphs (initial and final)
- vowels (short, long and r-controlled)

Uses structural analysis clues

- root words (suffixes)

WRITING

Mechanics

Writes in manuscript

- capital and lower case letters
- name, date, address, school and labels for objects
- uniform spacing between letters and words

LISTENING

Comprehension

Understands vocabulary

- words, phrases, sentences and paragraphs

Understands and responds to directions

- one and two steps
- two and three steps

Obtains answers to questions

Grasps ideas

- main idea
- details
- sequence

Makes judgments

- realism
- draws conclusions
- recognizes character traits (feelings, action, motives)

SPEAKING

Language Structure

Express ideas orally

Demonstrate use of sentences

- declarative
- interrogative
- complex
- compound

Pronounces words correctly

Informal

Uses expressive language

- sentences
- conversation
- personal experiences
- storytelling dramatization and role-playing
- directions

READING

- endings (ed, es, s and 's)
- contractions
- compounds

Recognizes sight words

Comprehension

Interprets words, phrases and sentences

- pronouns in context
- punctuation

Interprets paragraphs or selections

- relationships (class, opposites, sequential, cause-effect, size, place)
- detail
- main idea

Makes judgments

- realism and fantasy
- character traits (feelings, actions, and motives)

Draws conclusions

WRITING

Language Structure

Uses punctuation

- period
- question mark
- exclamation mark

GRADE 1

LISTENING

Appreciation

Enjoys various types of literature

- fairy tales
- plays
- poems
- stories

SPEAKING

Formal

Uses appropriate language

- literary selections - poems, stories, plays, nursery rhymes and choral speaking
- social courtesies
- discussion
- reports

Demonstrates oral reading ability

READING

Identifies story elements

- characters
- story problems and solutions

Study Skills

Uses location skills

- page numbers, table of contents, alphabetical order, graphic (maps, graphs, charts, tables and schedules)

Uses reference materials

- dictionaries (glossary, guide words, entry, entry words, definitions and pictures)

Appreciation

Enjoys various types of literature

- fairy tales
- plays
- poems

WRITING

Composition

Dictates stories

Builds sentences

Writes simple stories

Recognizes different modes of written expression (stories and poetry)

Presents ideas in organized manner

Writes about experiences and feelings

Writes poems

Composes letters

Grade 1

Oral Communication
Listening

Auditory Perception

OBJECTIVE: To discriminate auditory sounds

SKILL/CONCEPT: Students will listen for sounds in letters and their environment.

SUGGESTED ACTIVITIES	NOTES
1. Print a letter on the board. Review the sound(s) of the letter. Teacher writes on the board and reads a sentence containing three words which begin with the letter. f - I have four fine fish. 2. Collect and place in boxes small objects starting with easily confused sounds: s-z, -th, -s, th-f, w-r, Review the contents of the boxes periodically, letting students use names of objects in sentences. 3. Direct the students to close their eyes and listen for sounds. First ask for all sounds heard. Then ask for sounds made by human beings, such as a teacher walking, or someone opening a door. Then ask for sounds of nature such as a bird singing or the wind blowing. Example: clap hands hissing sound snap fingers	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 88
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1

Oral / Listening Communication

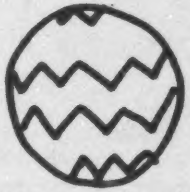
Auditory Perception

OBJECTIVE: To discriminate sounds

SKILL/CONCEPT: Students identify different sounds at the beginning of words.

SUGGESTED ACTIVITIES	NOTES

1. Students are given a picture of an animal. One student names the animal and another that begins with the same sound. The other students demonstrate their awareness of beginning word sounds by pointing to a picture that matches the sound.



(Student says "ball.")

2. Give a direction to the group that would apply to a number of students.

   a. If your name begins with "B" stand up.
   b. If you have something in your desk that begins like pencil clap your hands.
   c. If you have a food item in your lunch box that starts with "S" stand up.
   d. If you live on a street that begins like tiger cross your legs.

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp_____

② Sound Off pp_____ ④ State L.A. Curriculum Guide pp _____ 89 6. Language Basal pp ___ 8. ___________ pp_____

Grade 1

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To discriminate sounds

SKILL/CONCEPT: Students identify different sounds at the beginning of words.

SUGGESTED ACTIVITIES	NOTES
3. Students listen to a group of words said by the teacher. Students identify the word that does not belong because it begins with a different sound. money mask shoe milk ship time table tools	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

[✓ 2.] Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 90

[✓ 5.] Basal Reading pp_____

6. Language Basal pp ___

7. __________ pp____

8. __________ pp____

Grade 1

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To identify sounds in language patterns

SKILL/CONCEPT: Students listen to rhyming words and rhymes to identify pattern of words.

SUGGESTED ACTIVITIES	NOTES
1. Read nursery rhymes to students having them listen and name the rhyming words. Cobbler, cobbler, mend my shoe. The Merry Duke of York One, two, buckle my shoe 2. Select a poem to read to students. Have students listen for the pattern of rhythm. Put Me in the Zoo - Dr. Seuss Go, Dog, Go - Dr. Seuss 3. Prepare rhymes of two or more lines. Read short rhyme omitting the last word. Students raise their hands to indicate readiness to supply the necessary words. Example: Look, oh, look at my new (book).	

Resources - For additional information and activities see:

[✓ 1. RX Reading pp____]
[✓ 2. Sound Off pp____]
3. Creative Writing pp____
[✓ 4. State L.A. Curriculum Guide pp ____] 91
[✓ 5. Basal Reading pp____]
6. Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

Grade 1

Oral Communication Comprehension

Listening

OBJECTIVE: To employ auditory memory

SKILL/CONCEPT: Students follow oral directions.

SUGGESTED ACTIVITIES	NOTES
1. Distribute paper and colored crayons and have students follow such directions as: (1) drawing a red line near the top of their page, (2) drawing a blue cat near the middle of their page, (3) taking a black crayon and writing the first letter of their name. Check to see if listening has taken place by reading directions again.	
2. Read short, simple, unfamiliar stories to the class. Students replicate activities in the stories as directed by the teacher. It might be helpful to stop at intervals for responses.	
3. Give a direction to the group that would apply to a number of students. Have students respond in a variety of ways. a. According to names: If your name begins with B stand up If your name ends with Y raise your hand b. According to physical attribute: If you have brown eyes If you have a nose c. According to clothing: If you are wearing red If you have on tennis shoes	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp _____ 92
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1

Oral Communication Comprehension
Listening

OBJECTIVE: To listen for details

SKILL/CONCEPT: Students listen for details so they can restate the material.

SUGGESTED ACTIVITIES

NOTES

1. Read the rhyme "The Three Little Kittens." Direct students to listen so they can tell the sequence of events in the rhyme.
    a. Why did the kitten cry?
    b. What happened next?
    c. Who was coming around at the end?
2. View the TV program Read-A-Long. Lists three questions on the board. Students listen for answers and respond.
3. Read the story Ten Pennies for Candy by Henry Ritchet Wing. Students listen. Distribute activity sheets related to the story. Students read the statements and respond "yes" or "no."
    a. Is the little boy named Sandy?
    b. Did Sandy have 10 pennies to spend?
    c. Did all the children go with Andy?
    d. Did Sandy lose his money?
    e. Did all the children get candy?

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 93
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Grade 1

Oral
Listening
Communication

Comprehension

OBJECTIVE: To listen for details

SKILL/CONCEPT: Students become aware of the details in stories.

SUGGESTED ACTIVITIES	NOTES
1. Students listen to details of a familiar story and try to guess what the story is. Three pigs went out to build a house. The fox came to each house. One pig was very smart. (The Three Little Pigs) 2. Describe a character in the reader. The students guess who it is. The students also describe characters for other students to guess. 3. Give one child a picture of a scene to describe. The other students listen carefully and try to guess what is being described. Thanksgiving Day Children playing on jungle gym Animals at the zoo	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____ 94
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

Grade 1

Oral Communication

Listening

Comprehension

OBJECTIVE: To identify specific details

SKILL/CONCEPT: Students listen for specific details.

SUGGESTED ACTIVITIES	NOTES

1. Before reading a story to the class tell them that when the story is finished, they are to draw a picture of their favorite part. Remind them to listen carefully so that they may include every detail they need.

2. Have students observe things at home, noting details such as size, shape, color, and texture. The next day, the student describes an object in detail while the other students try to guess what is described.

   It is large and white.
   It holds food we eat.
   It is cold.

3. Use lines or sentences from nursery rhymes which describe something. Each student draws a picture for the line. Use these for a bulletin board with the line or sentence serving as a caption.

   Jack jumped over the candlestick.
   There was an old woman who lived in a shoe.
   Jack and Jill went up the hill.

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp_____
⑤ Basal Reading pp_____
⑥ Language Basal pp ___ 95
7. ____________ pp_____
8. ____________ pp_____

Grade 1

Oral Communication

Listening

Comprehension

OBJECTIVE: To answer specific questions

SKILL/CONCEPT: Students listen in order to reason logically and answer specific questions.

SUGGESTED ACTIVITIES

NOTES

1. Read a story about what father or mother does.

   Every morning father goes to work by bus.
   He leaves the house at seven o'clock.

   Follow the reading by asking questions such as:

   What time does father go to work?

   Students will supply the answer.

2. Read sentences to students with errors in them. Ask students to identify each error, and then give the correct response.

   a. Does a chicken say, "Moo, moo"?
   b. Does a cat go, "Bow-wow"?
   c. Do dogs say, "Cluck, cluck"?

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp ____ 96
5. Basal Reading pp_____
6. Language Basal pp ____
7. __________ pp____
8. __________ pp____

Grade 1 Oral Communication Comprehension

Listening

OBJECTIVE: To answer specific questions

SKILL/CONCEPT: Students listen in order to reason logically and answer specific questions.

SUGGESTED ACTIVITIES	NOTES
3. On cards, prepare statements such as: a. Which is hotter: a fire in the stove or a bowl of soup? b. Which is bigger: a station wagon or a scooter? Students will answer each question in a complete statement. A station wagon is larger than a scooter.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1

Oral Communication

Listening

Comprehension

OBJECTIVE: To demonstrate knowledge of sequential order

SKILL/CONCEPT: Students listen to stories for sequential order and dramatize familiar stories.

SUGGESTED ACTIVITIES	NOTES
1. Give each student five blank cards and have them write their name on each. Read a story to the students pausing at appropriate times and directing the students to draw a picture on a card related to what was read. By the end of the story, or after five pauses, the students should have a picture on each of their cards.	
2. Students listen carefully to a story the teacher begins. When the teacher stops the next person must continue the story. Let every one in the class have a turn. "One day, while walking in the woods, I met two Indian boys." In telling a story, students might choose a category such as "noisy words" to use in telling a story. Choose students rather than letting them take turns in order. This will cause the class to listen more attentively awaiting their turn.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___ 98
7. ___________ pp____
8. ___________ pp____

Grade 1 Oral Communication Comprehension

Listening

OBJECTIVE: To demonstrate knowledge of sequential order

SKILL/CONCEPT: Students listen to stories for sequential order and dramatize familiar stories.

SUGGESTED ACTIVITIES	NOTES
3. Read a story to the students. a. Little Red Riding Hood or b. The Elves and the Shoemaker Students tell the story in sequential order. Teacher provides an opportunity for creative dramatization.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

[✓ 2.] Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. 99 Language Basal pp ___ 8. ___________ pp____

Grade 1 Oral Communication Language Structure

Speaking

OBJECTIVE: To express ideas orally

SKILL/CONCEPT: Students express themselves using appropriate grammar in order that the listeners understand.

SUGGESTED ACTIVITIES	NOTES
1. Invite students to tell the class about the members of their family. Encourage students to use good grammar, including subject and verb agreement. a. My dad and I like to __________________. b. I watched mother ______________________. c. We always go to _______________________.	
2. Select a choral reading. Direct students to repeat the selection pronouncing words correctly using tone, control and effective tonal patterns. Rhymes that are ideal for this activity are those in the form of question and answer found in books for children. a. What are Little Boys Made of? b. Billy Boy	
3. Use a creative story. Instruct students to draw a picture on "A Rainy Day." Then read the story to a group or the class. Students can add to or change the story in the retelling.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 100
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1

Oral Communication

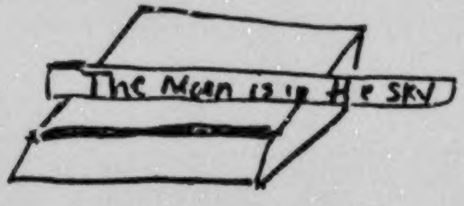
Speaking

Language Structure

OBJECTIVE: To demonstrate use of declarative (telling), sentences and interrogative (asking) sentences

SKILL/CONCEPT: Students understand how to respond in grammatical and syntactical patterns of questions and declarations.

SUGGESTED ACTIVITIES	NOTES
1. Prepare questions and statements on tape/cassette or language master. Students follow along with work sheet or language cards repeating syntactical patterns with intonation and inflections of declaratives and questions. Good Night, Mr. Beetle by Leland B. Jacobs	


The Moon is in the SKY

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4] State L.A. Curriculum Guide pp 101
5. Basal Reading pp____
[✓ 6] Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

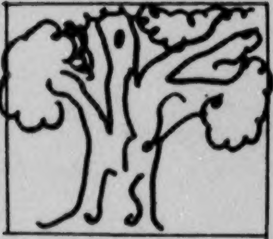
Grade 1 | Oral Communication | Language Structure

Speaking

OBJECTIVE: To demonstrate use of declarative (telling) sentences and interrogative (asking) sentences.

SKILL/CONCEPT: Students understand how to respond in grammatical and syntactical patterns of questions and declarations.

SUGGESTED ACTIVITIES	NOTES
2. Use pictures to stimulate response. Elicit response by asking students to say in a complete sentence something about the picture.	



Telling Sentence

Child 1 - This is a tree.
Child 2 - I see a tree.
Child 3 - The tree is green and brown.

Asking Sentence

Child 1 - What is this?
Child 2 - What do you see?
Child 3 - What color is the tree?

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 102
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1 Oral Communication Language Structure

Speaking

OBJECTIVE: To demonstrate use of declarative (telling) sentences and interrogative (asking) sentences.

SKILL/CONCEPT: Students understand how to respond in grammatical and syntactical patterns of questions and declarations.

SUGGESTED ACTIVITIES	NOTES
3. Riddles Distribute pictures (Ideal initial consonant cards). Students give clues by telling about pictures or describing it. a. It is large. b. It is round. c. It is brown. d. What is it? (Basketball)	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 103
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1

Oral Communication

Speaking

Language Structure

OBJECTIVE: To demonstrate use of complex and compound sentences

SKILL/CONCEPT: Students can communicate more effectively by developing sentence sense and using a variety of sentence structures.

SUGGESTED ACTIVITIES	NOTES
1. Use a cassette and record students as they speak to one another. Allow students to listen to their conversations.	
2. Use overhead projector to list several simple sentences. Ask students to connect a pair with the word "and." a. My doll is named Susie. b. She can cry. (She can cry and drink water.) c. She can drink water.	
3. Follow up a field trip experience. Ask questions such as: a. What did you see at the zoo? b. Which animals did you like best? Why? c. What would you say if you were an elephant, a monkey, etc.?	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 104
5. Basal Reading pp_____
[✓ 6] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1

Oral Communication

Speaking

Informal

OBJECTIVE: To demonstrate proficiency in oral expression

SKILL/CONCEPT: Students are able to express themselves orally.

SUGGESTED ACTIVITIES	NOTES
1. Puppetry Use stories from literature or students' stories. Students develop dialog with characters in the story. Some stories are: a. The Three Bears b. Amiable Giant c. Hansel and Gretel 2. Show and Tell Students bring items from home to share with the class. Each child should tell as many details as possible within a given time limit. a. a favorite toy b. a book c. a game d. a special event 3. Use finger plays and other action verses, such as: a. Five Little Rabbits b. Where is Thumbkin? c. My Fingers Students repeat words while performing appropriate actions. Many finger play books are available.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 105

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ___________ pp____

8. ___________ pp____

Grade 1 — Oral Communication — Informal

Speaking

OBJECTIVE: To express emotions orally

SKILL/CONCEPT: Students express their emotions orally.

SUGGESTED ACTIVITIES	NOTES
1. Show pictures to students depicting emotional situations. Students demonstrate their ability to communicate their emotions orally by telling just what is happening in the picture, what they think happened to cause the situation, and how the character feels. Use pictures from old readers and library books.	
2. After an emotional or feeling situation has been created, the students express orally their emotions or feelings via a role playing situation. How do you feel . . . . when you are last? when your brother hits you? when the new baby comes home?	
3. After hearing a story, the students review orally the emotions and feelings of each character described in the story and tell how they would respond or feel if they had been the character. Examples: a. My Name is Emily by Morse and Emily Hamilton b. I'll Fix Alexander by Judith Viorst	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 106
5. Basal Reading pp____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1

Oral Communication Informal

Speaking

OBJECTIVE: To organize and express ideas informally

SKILL/CONCEPT: Students learn to describe, to develop stories, and to speak fluently.

SUGGESTED ACTIVITIES	NOTES
1. Share experiences at a party or at the beach. Volunteer students share their personal experiences at a similar activity. a. Halloween Party b. Christmas Dinner at My House c. Playing Ball 2. Present an object, a rock, a shell or a "surprise" in a bag. Teacher initiates conversation by starting topics like: a. It looks like ________ ________ ________. b. It feels like ________ ________ ________. 3. Use pictures as story starters. Students select a picture and tell about it. Pictures showing: a. Emotional situations b. Children engaged in games c. Family groups d. Animals e. Toys for girls and boys	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 107
[✓ 5] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Grade 1 Oral Communication Informal

Speaking

OBJECTIVE: To demonstrate refined oral communication skills

SKILL/CONCEPT: Students share experiences in a group by relating details in conversations with peers.

SUGGESTED ACTIVITIES	NOTES
1. Students work in small groups sharing experiences by talking about something they brought into the class - "Show and Tell." a. pictures from vacation trip b. favorite game or toy 2. Students work in small groups. Mounted pictures from magazines, story books, or calendars serve as stimulus for conversation. Emphasis is placed on identifying or naming objects, describing words and telling stories about the picture. 3. In a small group, each student relates experiences to other members of the group. The group must try to identify or guess where the student is by the details and description of his/her experiences. a. "I went in a castle." b. "I rode on a boat." c. "I saw Mickey Mouse." d. "Where did I go?" (Disneyland or Disneyworld)	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 108 [✓ 6.] Language Basal pp ___ 8. __________ pp____

Grade 1 Oral Communication Informal

Speaking

OBJECTIVE: To recognize sequential order

SKILL/CONCEPT: Students recognize the order that things happen in a story as they repeat similar patterns.

SUGGESTED ACTIVITIES	NOTES
1. Storytelling activities Tell story to class allowing students to join in repeating patterns. a. "Old Lady Who Swallowed a Fly" b. "This is the House that Jack Built" c. "The Little Red Hen" 2. Patterns of repetition Students identify repeating patterns of stories and dramatize the various parts. a. "The Three Little Pigs" b. "Goldilocks and the Three Bears" c. "The Three Billy Goats Gruff" 3. Read or tell a short story to the class. Instead of completing the story, end it abruptly after the characters and a good part of the plot has been introduced. Students supply an ending to the story including at least three events.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 109 [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 1

Oral Communication

Speaking

Informal

OBJECTIVE: To recognize order of sequence

SKILL/CONCEPT: Students understand sequential order as an essential skill in telling simple stories.

SUGGESTED ACTIVITIES	NOTES
1. Students engage in oral communication telling about stories and cartoons they saw on TV. Sample follow-up questions: a. "Tell us what happened on 'Chips,' 'Mark and Mindy,' and 'The Muppets.' " b. "What happened on 'The Roadrunner,' 'Surf,' and 'Garfield'?" Be sure to ask what happened first, second, etc.	
2. Tell the sequences in the following activities: a. taking a bath b. brushing your teeth c. making a sandwich Direct students by asking, "What do you do first, next, and last?"	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 110
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ____
7. __________ pp____
8. __________ pp____

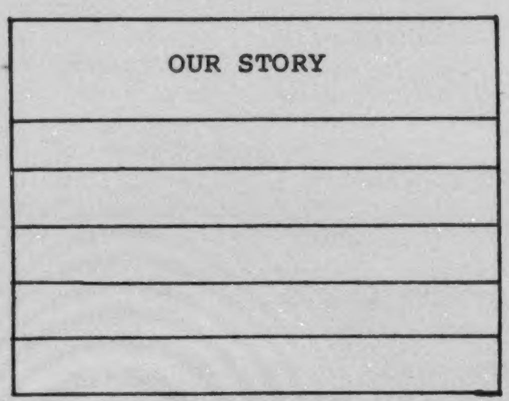
Grade 1 Oral Communication Informal

Speaking

OBJECTIVE: To recognize order of sequence

SKILL/CONCEPT: Students understand sequential order as an essential skill in telling simple stories.

SUGGESTED ACTIVITIES	NOTES
3. Chain Stories Give a title and begin by telling the first part of the story. Each student in the group gets a chance to add on another sentence. Encourage students to continue by asking "What happened next?" as the story is recorded. One student gives the ending sentence. The story can be written on a chart for the class to read.	



Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 111
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1

Written Communication
Reading

Visual Perception

OBJECTIVE: To use upper and lower case letters appropriately

SKILL/CONCEPT: Students recognize the upper and lower case letters of the alphabet.

SUGGESTED ACTIVITIES	NOTES
1. Make two sets of alphabet cards (upper and lower case) for each pupil. Cut into small squares and place on students desk. Students begin matching upper case letters with lower case letters at the ringing of the bell. When signal is given to stop, students will be asked to stop. Students are asked to say names of letters they matched. 2. On two sets of 3 x 5 cards, write the letters of the alphabet (upper and on one and lower on another). Distribute the cards to the students. Begin by designating a student to stand and say, "I am capital D. Where is small d?" The student who has this letter identifies himself or herself and asks for another letter. The activity follows this pattern until every student has participated. 3. From a picture file select pictures showing things whose names begin with a variety of letters. Hold up the picture for students to identify and name the letter it begins with.	

Resources - For additional information and activities see:

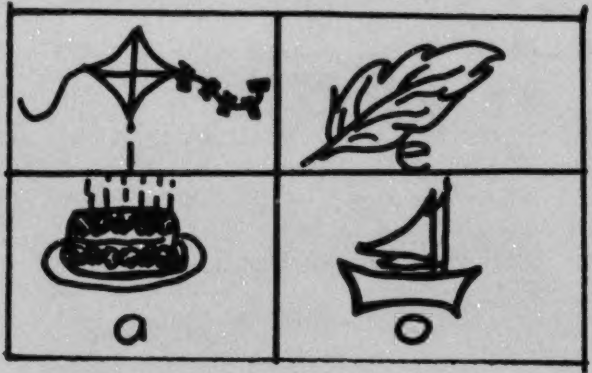
[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1 Written Communication Word Recognition

Reading

OBJECTIVE: To identify different vowel sounds

SKILL/CONCEPT: Students distinguish the difference between long and short vowel sounds.

SUGGESTED ACTIVITIES	NOTES
1. Supply the students with drawing paper, pencil and crayons. Divide the chalkboard into squares. In each square, illustrate an object containing a long vowel sound. cake kite boat leaf tree knife Have the students draw the picture and write on the line the vowel sound you hear. Do the same for short vowels. 	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

[✓ 2.] Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 113 8. ___________ pp____

Grade 1 Written ____________ Communication Word Recognition
Reading

OBJECTIVE: To identify different vowel sounds

SKILL/CONCEPT: Students distinguish the difference between long and short vowel sounds.

SUGGESTED ACTIVITIES

NOTES

2. Write a list of words on a transparency containing long and short vowels. Have students pronounce words and decide which words have the same vowel sound as the first word.

set	pet	met	see
lake	cake	tape	rap

3. Have students write one word in each space. (See illustration.) If desired, allow the students to use word lists, reading books or library books.

	Long	Short
A	ate	apple
B	cel	egg
C	ice	Indian

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp_____
7. ____________ pp_____
8. ____________ pp_____

Grade 1 Written Communication Word Recognition

Reading

OBJECTIVE: To select appropriate verbs

SKILL/CONCEPT: Students understand and use appropriate verbs.

SUGGESTED ACTIVITIES	NOTES

1. Hold up an object and ask questions such as:

   a. What did you hear?
   b. What did you see?
   c. What did you take home?
   d. What did you eat for breakfast?

   Students respond using proper verse tense.

2. Make two columns of words on chalkboard. Column I would include the present tense of verbs. Column 2 would list the past tense. Direct students to match the present with the past tense of each verb.

COLUMN I	COLUMN II
sing	jumped
run	ran
go	hid
hide	went
jump	sang

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 115 8. __________ pp____

Grade 1 Written Communication Word Recognition

Reading

OBJECTIVE: To select appropriate verbs

SKILL/CONCEPT: Students understand and use appropriate verbs.

SUGGESTED ACTIVITIES	NOTES
3. Write words on the chalkboard.	

be	come	was	came
see	take	saw	took
do	eat	did	ate

Then write the following sentences. Students choose an appropriate word to fill in the blank.

a. Yesterday, I __________ my dinner.
b. Mother __________ me to the park Sunday.
c. I must __________ good.
d. Can you __________ the book?
e. I __________ a blue car last night.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ____________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp _____ [✓ 6.] Language Basal pp ___ 8. ____________ pp____

Grade 1

Written Communication

Reading

Word Recognition

OBJECTIVE: To identify contractions
To use contractions proficiently

SKILL/CONCEPT: Students understand the use of the apostrophe and learn to change two words into contractions.

SUGGESTED ACTIVITIES	NOTES

1. Using an overhead projector, show sentences such as:

   a. I did not hide my toothbrush.
   b. He can not fly like a bird.

   Ask the students to read them aloud. Discuss different ways the sentences could be written. What would they be more likely to say — "did not hide" or "didn't hide"?

2. Group Game

   Distribute two sets of cards (one with contractions and one with corresponding words). Call a contraction. Students holding related cards will change places. Students will write sentences using the contractions used in the game.

   CAN NOT

   CAN'T

3. Show students a card with a sentence on it. Ask them to find the matching contraction card. This activity could be reversed giving the students a contraction and finding the sentence to match. Students will then write sentences using the contractions on the cards.

   I've

   I have seen the movie E.T.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1

Written Communication

Reading

Word Recognition

OBJECTIVE: To demonstrate mastery of basal vocabulary

SKILL/CONCEPT: Students master the basal vocabulary.

SUGGESTED ACTIVITIES	NOTES

1. Write one letter on the chalkboard. Have students supply words from the basal that begin with that letter. Write them on the board. Use some of the words to make a tongue twister. Have students choose another letter and create their own lists.

   Word Search - IT

   tall
   tiny
   tipped
   tree
   tent

   The tall tree tipped over a tiny tent.

2. Compile a list of names of people in the basal vocabulary. Discuss the beginning sounds of the first names. Write the names on chalkboard of those beginning with "A." Continue in the same manner through the alphabet. Have students spell and write the names.

   A B C NAMES

   A - Angele
   B - Bruce
   C - Connie
   D - Doris
   E - Eva
   F - Faye

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____
[✓ 2.] Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp____
6. Language Basal pp ___ 118
7. ____________ pp____
8. ____________ pp____

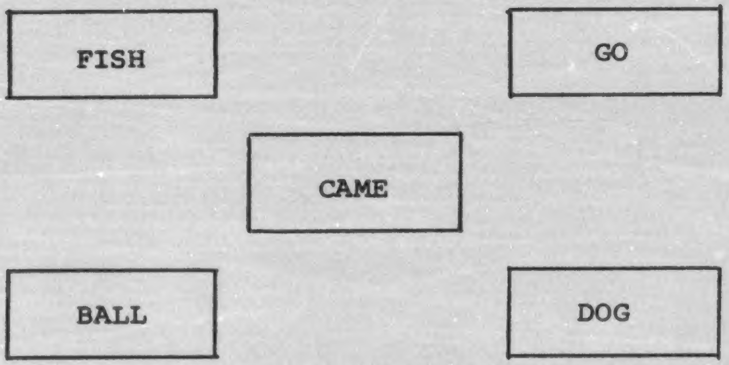
Grade 1 | Written Communication | Word Recognition

Reading

OBJECTIVE: To demonstrate mastery of basal vocabulary

SKILL/CONCEPT: Students master the basal vocabulary.

SUGGESTED ACTIVITIES	NOTES
3. Use a set of commercial alphabet cards. Place the cards in a line on the floor allowing five to six inches between cards. Choose three students for the first turn. Read a word and direct the student to stand behind the letter that represents the beginning sound of that word, the second student stands behind the letter that represents the sound heard in the middle of the word, and the third student stands behind the letter that represents the sound heard at the end of the word. Continue with the rest of the words choosing a new group of students.	



Vocabulary words on cards

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____
[✓ 2.] Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. ___________ pp____
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Grade 1

Written Communication
Reading

Comprehension

OBJECTIVE: To identify synonyms

SKILL/CONCEPT: Students identify and use synonyms.

SUGGESTED ACTIVITIES	NOTES
1. Cut out a number of fish shapes. Write a word on each fish. Fasten a paper clip to each fish and place all the fish on the floor. Tie a piece of string to the end of a stick and attach a magnet. Students take turns fishing with the pole. Students give a synonym for the word on the fish they catch.	
2. Write some synonyms on the board. big - bag hot - warm large - tiny hot - cool Students think of the meaning of the four words. Find the word that means almost the same as the first word. Students will write synonyms for the words that are listed on the chalkboard. like - see - clean - fat - fast - begin -	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 120
7. __________ pp____
8. __________ pp____

Grade 1

Written Communication Comprehension

Reading

OBJECTIVE: To identify synonyms

SKILL/CONCEPT: Students identify and use synonyms.

SUGGESTED ACTIVITIES	NOTES

3. Chalkboard-A-Toss

Make a grid on the chalkboard. Write a letter and a number in each square then prepare question cards. Place a piece of tape on the floor in front of the chalkboard to indicate where each student should stand when throwing the beanbag. If the student hits G-2 he or she receives the question for that combination.

A-1	B-2	C-3	D-4	E-5
F-1	G-2	H-3	I-4	J-5

Examples:

G-2 Name a synonym for fast.

H-3 Name a synonym for big.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ____________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6] Language Basal pp ___ 8. ____________ pp____

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Writing Communication Comprehension

Grade 1 Reading

OBJECTIVE: To identify the main idea

SKILL/CONCEPT: The student reads for the main idea.

SUGGESTED ACTIVITIES	NOTES
1. Select a number of pictures and ask the students to tell the main thing that each one shows. 2. Show a picture and have the children dictate a story. Write it on chart paper and evaluate it with the class as to its accuracy and completeness. 3. Have students read a story. When they have finished reading, select one child to pretend to be the mother (or father), and another child to play himself. The second child comes home from school and tells his mother the story.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp______

2. Sound Off pp ______

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp_____

5. Basal Reading pp____

6. Language Basal pp___

7. _________pp____

8. _________pp____

Grade 1

Writing Communication Comprehension

Reading

OBJECTIVE: To read for details

SKILL/CONCEPT: Student reads for details.

SUGGESTED ACTIVITIES	NOTES
1. Before reading a story to the class tell them that when the story is finished, they are to retell their favorite part. Remind them to listen carefully so that they may include every detail they need. 2. Homework - tell students to stury comething at home, paying particular attention to details, such as size, shape, color, and textures. The next day, the child will describe this object in detail with the other children trying to guess what is described. 3. Use lines or sentences from nursery rhymes which describe something — Jack jumped over the candlestick. Each child will draw a picture for the line. Use these for a bulletin board with the line or sentence serving as a caption.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
6. Language Basal pp ___
123
7. ___________ pp____
8. ___________ pp____

Grade 1

Writing Communication

Reading

Comprehension

OBJECTIVE: To use sequence

SKILL/CONCEPT: Students listen to or read a story and are able to put it in order according to events.

SUGGESTED ACTIVITIES	NOTES
1. After reading a story such as "The Three Billy Goats Gruff," ask children what happened first, next, and last.	
2. Teach the days of the week and the months of the year to help children become more aware of temporal sequence.	
3. Sentence Scramble a. Write five sentences on the chalkboard. b. Prepare a set of cards (one word per card) to match each word written on the chalkboard. c. Divide the class into teams. Have each team go to the table and put as many sentences together as possible in a given time limit. d. Award one point for each complete sentence. e. The team with the most points wins.	

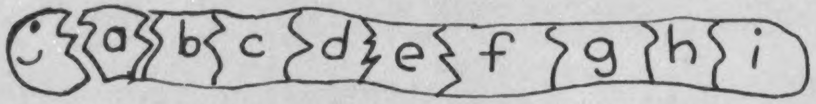
Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____ 124
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1 Written Communication Study Skills
Reading

OBJECTIVE: To demonstrate knowledge of alphabetization

SKILL/CONCEPT: Students learn to recognize sequential order of letters of the alphabet (alphabetization).

SUGGESTED ACTIVITIES	NOTES
1. Review the alphabet. Distribute alphabet puzzle pieces. Direct students to arrange the letters in alphabetical order.  2. Use activity sheet to make a connecting-the-dots picture. List alphabet in scrambled order. Direct students to start at letter "a" and draw a line to next letter. The picture will be completed if letters are connected properly. 3. Direct students to use "My First Picture Dictionary" as reference. Students make a list of words in alphabetical order using first letter only and illustrate the word. a. apron b. balloon c. cup d. door	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____
[✓ 2.] Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6] Language Basal pp ___ 8. __________ pp____

Grade 1

Written Communication
Reading

Study Skills

OBJECTIVE: To demonstrate an understanding of printed directions

SKILL/CONCEPT: Students read and follow written directions.

SUGGESTED ACTIVITIES	NOTES
1. Prepare an activity sheet. Students read the directions to complete task.	

1. Draw a house.
2. Put a bird on the house.
3. Put a tree beside the house.

2. Draw a picture for each group of words. Direct students to read and draw what it tells you in each box.

a green chair	a big tree
five stars	two little wagons

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 1

Written Communication

Reading

Study Skills

OBJECTIVE: To demonstrate an understanding of printed directions

SKILL/CONCEPT: Students read and follow written directions.

SUGGESTED ACTIVITIES	NOTES
3. Put an assignment on the chalkboard with written directions. Students must read directions in order to complete task. Example: a. Find two animals. [✓ dog] book candy [✓ kitten] b. Find two toys. [✓ train] tree [✓ ball] cup c. Find two things to wear drum [✓ dress] pencil [✓ coat]	

Resources - For additional information and activities see:

① RX Reading pp_____

② Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp ____

⑤ Basal Reading pp_____

⑥ Language Basal pp ___

7. ___________ pp____

8. ___________ pp____

Grade 1

Written Communication

Reading

Appreciation

OBJECTIVE: To demonstrate an appreciation of recreational reading

SKILL/CONCEPT: Students read various forms of writing (stories, poems, plays).

SUGGESTED ACTIVITIES	NOTES
1. Read poetry and rhythmical prose as often as possible to the students. Examples: a. Beastly Boys and Ghostly Girls by William Cole b. Reflections on a Gift of Watermelon Pickle by Stephen Dunning c. Catch a Little Rhyme by Eve Merriam Encourage students to read other books of poems. 2. A daily library period should be set aside for recreational reading. A library corner should be set up in a location where the students will not be disturbed. The spot should be made as attractive as possible. Help the students in the selection of books as much as possible. Mobile can be made with titles of different books.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
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7. ____________ pp____
8. ____________ pp____

Grade 1

Written Communication

Reading

Appreciation

OBJECTIVE: To demonstrate an appreciation of recreational reading

SKILL/CONCEPT: Students read various forms of writing (stories, poems, plays).

SUGGESTED ACTIVITIES	NOTES
3. Provide an opportunity where the students can share their experiences with recreational reading with their peers. This can be shared through: a. Art - students draw pictures illustrating stories read b. Drama - students tell story by pretending to be different characters in a book read c. Report - students write a brief report about a book read. Laminate and keep it for other students to read.	

Resources - For additional information and activities see:

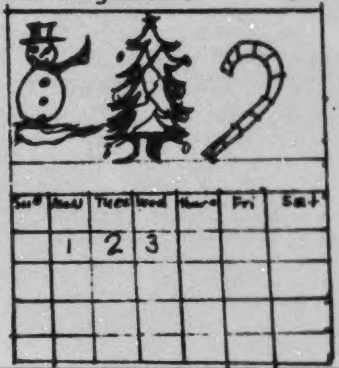
1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1 Written Communication Mechanics

Writing

OBJECTIVE: To write numerals

SKILL/CONCEPT: Students write the numerals.

SUGGESTED ACTIVITIES	NOTES
1. Selected numeral or numerals for the lesson are displayed and identified. Students are given opportunities to trace numerals in a box of sand or corn meal.	
2. Using the overhead projector, numerals are projected on the chalkboard. Students use chalk to trace the numerals.	
3. Pass out copies of a blank calendar. A large picture of a calendar for the month is displayed. Students fill in the calendar with the correct numerals using the calendar in front of them as a guide. 	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

[✓ 2.] Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 8. ___________ pp____

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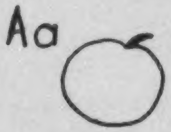
Grade 1 Written Communication Mechanics

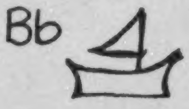
Writing

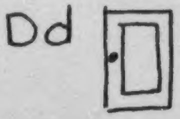
OBJECTIVE: To use the picture dictionary

SKILL/CONCEPT: Students use the pictionary for spelling, classifying and categorizing.

SUGGESTED ACTIVITIES	NOTES
1. Direct students to collect, draw pictures, or use picture stamps beginning with each letter of the alphabet to make an alphabet book. Students paste or stamp appropriate pictures and letters on each page.	







2. Show the table of contents in the picture dictionary. Ask the students to find the page on which categories of words are found. "On what page would you find names of animals, people, etc?" Then give them a word and ask them to find the heading. "In which category would you find the word, 'mother,' 'mop,' 'house,' etc.

3. Write the name of a category (i.e., animals, people, things, etc.). Direct students to use the pictionary to find words to list under that category. Check the correct spelling for each.

Resources - For additional information and activities see:

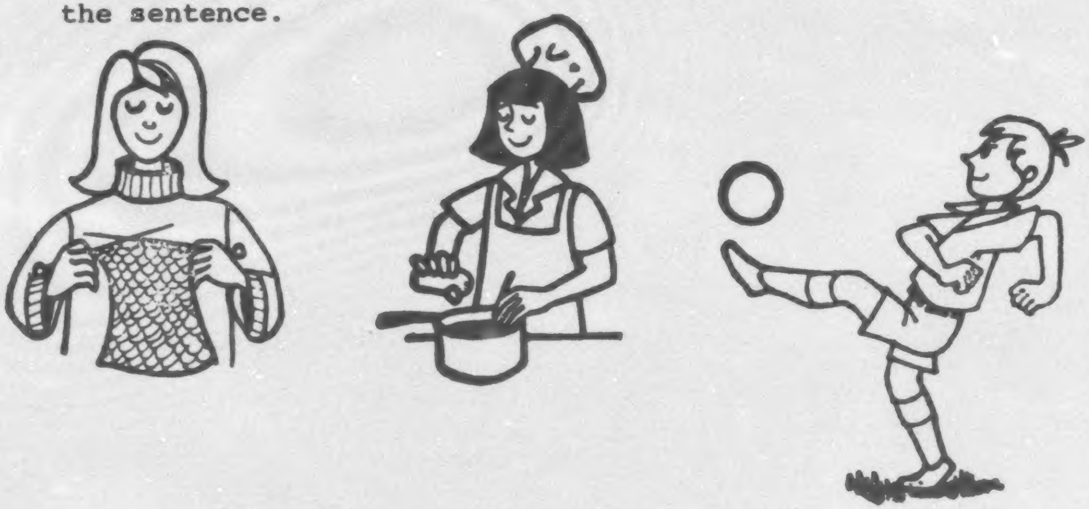
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 1 Written Communication Language Structure

Writing

OBJECTIVE: To build sentences

SKILL/CONCEPT: Students learn to express a complete thought in writing using correct punctuation marks and spelling.

SUGGESTED ACTIVITIES	NOTES
1. Display action pictures. Invite students to describe the pictures, using a sentence that tells about the picture. Teacher records sentence on chalkboard. Students copy the sentence. 	
2. Read the story First Grade Jitters by Robert Quackenbush. Students retell the story as teacher records the sentences. Students copy story from a chart or chalk board.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp_____
8. ____________ pp_____

Grade 1

Written Communication

Writing

Language Structure

OBJECTIVE: To build sentences

SKILL/CONCEPT: Students learn to express a complete thought in writing using correct punctuation marks and spelling.

SUGGESTED ACTIVITIES	NOTES
3. Given phrases, students write complete sentences. a. I am happy when _________. b. I like to eat ___________. c. I want _________. (Creative writing class books could be compiled with phrases as story titles.)	

Resources - For additional information and activities see:

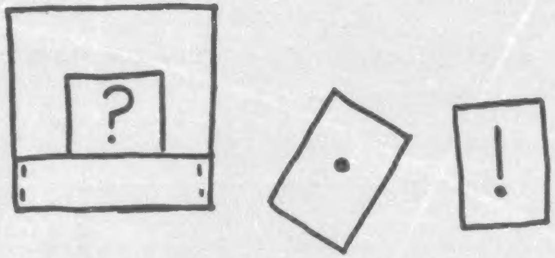
1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1 Written Communication Language Structure
Writing

OBJECTIVE: To use punctuation marks to convey meaning

SKILL/CONCEPT: Students reognize and apply the use of the period and question mark.

SUGGESTED ACTIVITIES	NOTES
1. Play the "Show Me" game. Each student uses individual chalkboard or show me card. As teacher reads sentences, students "show" either a period or question mark. a. "Terry, close the door!" b. "My name is Peggy." c. "Where do you live?"	



Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 1 | Written Communication | Language Structure
Writing

OBJECTIVE: To use punctuation marks to convey meaning

SKILL/CONCEPT: Students recognize and apply the use of the period and question mark.

SUGGESTED ACTIVITIES	NOTES
2. Make a device for two students to use to understand punctuation marks. Prepare cards with a question on one side and the answer on the other. Two students work together, facing each other. One student reads the question on one side of the card and then flips it over so the other student can read the answer. a. Can dogs run? Dogs can run. b. Is King a dog? King is a dog. c. Can King do tricks? King can do tricks. 3. Give a written assignment. Students may write about "pets," "a friend," or "a toy." Students will be instructed to use the period and the question mark in the appropriate place.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

Grade 1

Written Communication

Writing

. Creative Writing

OBJECTIVE: To write creatively as an outgrowth of regular classroom activities

SKILL/CONCEPT: Students write experience stories.

SUGGESTED ACTIVITIES	NOTES

1. Show the film "Animals in the City." Students draw pictures of animals. Students and teacher make word boards. These words can help students to write stories to go with their pictures.

2. Take a field trip in the school yard or the immediate neighborhood to observe signs of the changing season. Call attention to things of interest. Direct students to write a brief story on the "Signs of the Specific Season."

   Fall - leaves falling and changing colors
   Spring - flowers in bloom

3. Develop a list of common activities which involves a series of sequential actions. Have the students work in small groups. Have each group choose a common activity from the list. Have them write out a series of directions telling how to perform the task. Have one member of the group read off the instructions while the others try to pantomime the activity.

   LIST: How to color Easter eggs. How to use the telephone.
   How to paint a picture. How to make pudding.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____ 266
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 136
7. __________ pp____
8. __________ pp____

Grade 1

Written Communication

Writing

Creative Writing

OBJECTIVE: To demonstrate proficiency in story writing

SKILL/CONCEPT: Students are motivated to write stories.

SUGGESTED ACTIVITIES	NOTES

1. Set up a creative writing center with pictures, objects and story starters. Students write their own stories using one of the above as a motivator.

   STORY STARTERS:

   a. Pictures from old magazines
   b. Pictures from calendars
   c. Pictures from catalogs
   d. Pictures from old science and social studies textbooks

2. "I Wish" Stories

   Students make a wish list of all the things they would like. Pictures can be drawn or cut from magazines to go with each wish. Make a "wish" to put in the class library.

3. Collect old book covers (from the librarian). Put blank pages inside the jackets and give them to students so that they may write and illustrate their own stories.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
5. Basal Reading pp_____
6. Language Basal pp___
7. __________ pp____
8. __________ pp____

Grade 1

Written Communication
Writing

Creative Writing

OBJECTIVE: To organize a sequence of events in a creative story

SKILL/CONCEPT: Students follow oral and written directions.

SUGGESTED ACTIVITIES	NOTES
1. Provide students with sets of comic strip frames. Students comic strip frames. Students are directed to organize picture frames in sequential order and write their own comic strip story.	
2. Ask students to think about some favorite types of outings - going to a movie, party, baseball game or going on a bus trip. Suggest that they draw funny pictures showing animals doing things people would usually do in these situations. Students write titles for their pictures. Give help with the words in the titles if necessary. Students list the sequence of events for each series of pictures.	
3. Ask students to think about problem situations that might be solved in a surprise way. Help them put their ideas into the form of short stories. The surprise ending could be silly. Students may dictate stories to the teacher watching as she writes what is said. The student can copy his or her story and illustrate it.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp _____
7. ___________ pp_____
8. ___________ pp_____

Grade 1

Written Communication

Writing

Creative Writing

OBJECTIVE: To compose a simple letter using proper form

SKILL/CONCEPT: Students compose and write a simple letter.

SUGGESTED ACTIVITIES

1. Write several simple letters on the board. Point out and explain different parts (date, greeting, body, closing, signature). Direct students to identify parts by using such directions as:

   a. Circle the body of the letter;
   b. Draw a box around the signature; and
   c. Underline the greeting.

   Copy a letter.

NOTES

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
[✓ 3.] Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp____
6. Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

Grade 1 Written Communication Creative Writing

Writing

OBJECTIVE: To compose a simple letter using proper form

SKILL/CONCEPT: Students compose and write a simple letter.

SUGGESTED ACTIVITIES	NOTES
2. Use sentence strips to write each part of a letter. Direct students to arrange the strips into proper order. Check the letter. Check the letter. Instruct pupils to copy.	

Mary Jones
2 Second Street
New Orleans, LA.

Dear Santa,

I want a bike and a doll. Also lots of presents.

Thank you,

Mary

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 140
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 1

Written ____________ Communication

Writing

Creative Writing

OBJECTIVE: To compose a simple letter using proper form

SKILL/CONCEPT: Students compose and write a simple letter using correct form.

SUGGESTED ACTIVITIES	NOTES
3. Have students compose letters or invitations, such as: a. Letter to parents about what is happening in school b. Invitation to school program, open house, class party c. Thank you notes	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Communication skills are highly individualized and the competencies and needs vary from student to student.

Grade 2

Learner Outcomes

GRADE 2

AFFECTIVE:

Develops a positive self-concept
Develops positive attitudes toward reading
Appreciates literature
Develops effective work habits
Works independently and in groups
Participates in class discussions
Exhibits enthusiasm for learning

COGNITIVE:

Strengthens ability to communicate effectively
Listens for information
Asks questions for information and classification
Organizes and expresses ideas in formal and informal speaking situations
Produces coherent thought units in speech and writing
Reads basals appropriate to level
Masters Harris-Jacobson list appropriate to level
Read with increasing attention to meaning
Selects the main idea and details
Recalls correct sequence of paragraphs and stories
Follows oral and written directions
Develops study skills
Uses picture dictionaries or notebooks as references
Uses correct spelling
Uses punctuation correctly
Writes creative stories and poems
Proofreads for mechanics
Selects and reads books independently
Expands listening, speaking, reading and writing vocabularies

PSYCHOMOTOR:

Perceives spatial relationships
Follows left-to-right and top-to-bottom progression
Refines muscular and visual coordination
Writes legibly in manuscript
Writes legibly in cursive, joining letters and using appropriate spacing between words
Uses body language for dramatization

Scope and Sequence

GRADE 2

LISTENING

Auditory Perception

Distinguishes sounds

- environmental
- consonants (initial, medial, final, blends and digraphs)
- vowels (short, long and r-controlled)

Distinguishes word endings

- ed, es, s
- rhyming elements

Follows oral directions

SPEAKING

READING

Visual Perception

Perceives spatial relationships

- left-to-right progression
- top-to-bottom progression

Word Recognition

Uses context clues

- meaning and syntax

Uses phonetic clues

- consonants (final, medial and initial)
- consonants blends (initial and final)
- consonant digraphs (initial and final)
- vowels (short, long and r-controlled)

Uses structural analysis clues

- root words

WRITING

Mechanics

Writes in manuscript

Writes in cursive

- uniform spacing between letters and words
- margins and indentations
- name, school, date, address, captions and headings

Uses correct spelling in writing

Proofreads and edits written work

Makes signs, labels, graphs, charts and maps

Uses punctuation

- period
- question mark
- exclamation mark
- comma
- apostrophe (contractions)

Uses capital letters

- beginning of sentences
- proper nouns

LISTENING

Comprehension

Understands vocabulary

- words, phrases and sentences

Understands and responds to directions

- one and two step
- two and three step

Obtains answers to questions

Grasps ideas

- main idea
- details
- sequence
- cause-effect
- analogous relationships
- story problem and solution

Makes judgments

- realism and fantasy

SPEAKING

Language Structure

Pronounces words correctly

Informal

Uses expressive language

- objects and categories
- sentences
- storytelling dramatization and role-playing
- conversation
- personal experiences

Formal

Uses appropriate language

- literary selections - poems, stories, plays and choral speaking
- discussion
- reports
- social courtesies

Demonstrates oral reading ability

READING

- affixes
- endings
- contractions
- compounds
- syllables

Recognizes sight words

Comprehension

Interprets words, phrases and sentences

- context (pronouns, word meaning, figures of speech and unfamiliar words)
- punctuation

Interprets paragraphs or selections

- details
- main idea
- relationships (class, sequential, cause and effect, size, place, time and analogous)

Makes judgments

- distinguishes realism and fantasy, draws conclusions, recognizes character traits (feelings, actions, motives)

Follows directions

Identifies story elements

- characters
- story problem and solutions

WRITING

Language Structure

Uses pronouns, adjectives, adverbs and prepositions

Uses forms of verbs

Uses word order to obtain sentence sense

GRADE 2

LISTENING	SPEAKING	READING	WRITING
- character traits (feelings, actions and motives)		**Study Skills**	**Composition**
		Uses location skills	Dictates stories
Draws conclusions		- page numbers, table of contents, alphabetical order, graphics (maps, graphs, charts, tables and schedules)	Writes simple stories Composes in different modes of written expression (stories, plays, poetry and news stories)
		Uses reference materials	
		- dictionaries (glossary, guide words, entry words, definitions, pictures, root words and inflected forms)	Presents ideas in organized manner (sequential, cause-effect, and logical relationships)
		Organizes information	Writes about experiences and feelings
		- classifies	Chooses precise words
		Adjusts reading rate according to purpose and content	- synonyms - antonyms
Appreciation		**Appreciation**	Writes poems
Enjoys various types of literature		Enjoys various types of literature	Writes letters
			- friendly - invitations
- folk or fairy tales - stories - plays - poems		- folk or fairy tales - stories - plays - poems	

Grade 2

Oral Communication

Listening

Comprehension

OBJECTIVE: To recognize rhyming words

SKILL/CONCEPT: Students listen to supply rhyming words.

SUGGESTED ACTIVITIES

NOTES

1. Collect about ten two-line or four line verses adjusted to the maturity and interest level of the students. Read a verse but omit the last word. The students listen attentively and complete the verse with the word which fits.

Examples:

a. The sleepy boy lay down his head, and said,
"It's time to go to (bed)."

b. Mary had a little lamb.
Its fleece was white as snow
and everywhere that Mary went
the lamb was sure to (go).

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
④ State L.A. Curriculum Guide pp 146
5. Basal Reading pp____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 2 Oral Communication Comprehension
Listening

OBJECTIVE: To recognize rhyming words

SKILL/CONCEPT: Students listen to supply rhyming words.

SUGGESTED ACTIVITIES	NOTES
2. Read stories written in rhyme. Let students supply the rhyming word as you read through the story Chicken Soup and Rice by Maurice Sendak The Digging-est Dog by Al Perkins Who, Said Sue, Said Who? by Ellen Raskin	
3. Prepare word cards and place in a basket. Students select a card and must make up two sentences with words that rhyme with the selected word. bat Don't slip on the mat. As you run from the cat.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____
② Sound Off pp_____ ④ State L.A. Curriculum Guide pp 147 ⑥ Language Basal pp ___ 8. __________ pp____

Grade 2 Oral Communication Comprehension
Listening

OBJECTIVE: To practice listening for specific purposes

SKILL/CONCEPT: Students reinforce comprehension skills through varied listening activities.

SUGGESTED ACTIVITIES	NOTES
1. Establish a purpose for listening before reading a book. Prepare questions and activities to determine whether each purpose was accomplished. a. The Five Chinese Brothers b. Stone Soup c. Princess and the Pea d. Sleeping Beauty	
2. Read a book to the students. Assist students in making up a play to dramatize the story. Suggested stories are: a. Wizard of Oz b. Cinderella c. The Lion and the Mouse d. Chicken Little	

Resources - For additional information and activities see:

1. RX Reading pp____	3. Creative Writing pp____	5. Basal Reading pp____	7. ____________ pp____
2. Sound Off pp____	[✓ 4.] State L.A. Curriculum Guide pp 148	[✓ 6.] Language Basal pp ___	8. ____________ pp____

Grade 2 Oral Communication Comprehension

Listening

OBJECTIVE: To practice listening for specific purposes

SKILL/CONCEPT: Students reenforce comprehension skills through varied listening activities.

SUGGESTED ACTIVITIES	NOTES
3. Divide a story into parts — place each on a separate card. Have the students read their cards silently and then listen while each card is read. The student who thinks he/she has the next part of the story reads his/her cards. Also use jokes, riddles.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp______

3. Creative Writing pp______

[✓ 4] State L.A. Curriculum Guide pp 149

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ____________ pp____

8. ____________ pp____

Grade 2

Oral Communication

Auditory Perception

Listening

OBJECTIVE: To practice listening to improve memory

SKILL/CONCEPT: Students demonstrate memory skills by careful listening.

SUGGESTED ACTIVITIES	NOTES
1. Have students close their eyes while a ball is bounced (4 times). The students listen and count silently. Call on a student who may say, "You bounced the ball four times." If correct, the student may have the next turn to bounce the ball. The ball may be bounced twice, then a pause, then bounced four times. The student answers, "two and four." A further adaptation would be to have the student say, "two and four" or "six." If it is difficult for students to keep their eyes closed they may turn their backs to the one bouncing the ball.	
2. Name four or five objects. Have students repeat in same sequence. Numbers can also be used.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 150
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 2

Oral Communication

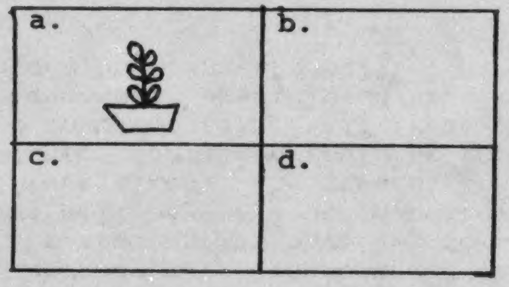
Auditory Perception

Listening

OBJECTIVE: To practice listening to improve memory

SKILL/CONCEPT: Students demonstrate memory skills by careful listening.

SUGGESTED ACTIVITIES	NOTES
3. Give students a sheet of paper. Fold to divide paper into four parts. Describe something in the classroom. Students draw the answer on paper. Select students to give descriptions of other objects in classroom as students complete the activity.	



Example:

It is living.
It is not a person.
It is on the windowsill.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 151
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 2 Oral Communication Auditory Perception

Listening

OBJECTIVE: To practice listening for specific details

SKILL/CONCEPT: Students identify specific details and differentiate sounds.

SUGGESTED ACTIVITIES	NOTES
1. Have the students work in pairs. Give one student in each pair a paper towel tube. Then ask the students this question, "If you could be any place on Sesame Street, where would you like to be?" Students think of a place they would like to be and keep it a secret. The student with the tube stands at one end of the room and whispers his/her secret through the tube to the student at the other end of the room. The student without the tube can guess the "secret" moving closer one step at a time until he/she clearly hears what is being said. The secret can be shared with other students in the same manner. Other questions you can ask are: a. Who would you like to be? b. What shape are you thinking of? c. What letter are you thinking of?	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 152
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

Grade 2 Oral Communication Auditory Perception

Listening

OBJECTIVE: To practice listening for specific details

SKILL/CONCEPT: Students identify specific details and differentiate sounds.

SUGGESTED ACTIVITIES	NOTES
2. Hide an item some place in the room, e.g., under a chair, inside a box, etc. Give a series of clues that would help to locate the item. Use positional words, such as: near, far, up, down, etc. If a student is able to locate the object, he or she becomes the clue giver. Students should use complete sentences in giving clues.	
3. Record environmental sounds on tape: crushing paper, snoring, hammering, running water, etc. When students feel they can identify sounds, they raise their hands. They must answer in complete sentences.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____
② Sound Off pp_____ ④ State L.A. Curriculum Guide pp 153 ⑥ Language Basal pp ___ 8. __________ pp____

Grade 2

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To practice auditory discrimination skills

SKILL/CONCEPT: Students develop auditory discrimination.

SUGGESTED ACTIVITIES	NOTES
1. Give students an activity sheet with rhymes. Ask them to underline each color word in the rhyme with its rhyming word.	

a. The sky is pretty.
The sky is blue.
It's way up high over me and you.

b. My blanket is warm.
And cozy and red.
It covers me up
In my little bed.

c. Goblins and ghosts
are an awful sight
all dressed in sheets
of scary white.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____
[✓ 2.] Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 154
[✓ 5.] Basal Reading pp____
[✓ 6.] Language Basal pp____
7. ____________ pp____
8. ____________ pp____

Grade 2 Oral Communication Auditory Perception

Listening

OBJECTIVE: To practice auditory discrimination skills

SKILL/CONCEPT: Students practice auditory discrimination.

SUGGESTED ACTIVITIES	NOTES

2. Provide the students with activity sheets like the one below. The teacher dictates words. The student must listen to hear the vowel sound and record it in the appropriate box.

	a	e	i	o	u
long					
short					
r					

Example:

hat
hate
butter
barn

for
lock
teach
coat

hot
cut
burn
sit

3. Read aloud (or record on tape) a series of words beginning with consonant blends (blue, bring, blink, black, block, brown). Directions are given to the students that for every word heard that begins with bl, clap your hands (snap your fingers, raise your hand).

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 155
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 2 Oral Communication Vocabulary

Listening

OBJECTIVE: To practice skills in auditory discrimination

SKILL/CONCEPT: Students practice recognizing words that end alike.

SUGGESTED ACTIVITIES	NOTES

1. Prepare a number of one word flash cards using words similar to the following:

st	ck	er
best	black	teacher
last	neck	player
rust	trick	father
fast	stick	mother

Give each student two cards. The players listen carefully as the teacher says a word which ends like one of the groups of cards, for example, "track." Then each player who has a word which ends with ck must stand before the group, show his card and pronounce the word.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 156
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 2

Oral Communication
Listening

Vocabulary

OBJECTIVE: To practice skills in auditory discrimination

SKILL/CONCEPT: Students practice recognizing words that end alike.

SUGGESTED ACTIVITIES	NOTES

2. Call words in groups of four which include one unrelated word. Students listen for words that do not belong.

   a. boy, ray, day, dime
   b. pin, shin, pun, bin
   c. toe, hen, ten, men

   Students can make up their own groups of words to challenge classmates.

3. Tape twenty pairs of words — some should have the same endings, others should have different endings. Allow the students to listen to the words and record if they are the same or different. Be sure that the students can correct their responses immediately.

a.	rack	shack
b.	bend	send
c.	church	teach
d.	fish	rash
e.	gold	chalk
f.	ring	sink

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 157
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Oral Communication

Grade 2

Listening

Comprehension

OBJECTIVE: To practice listening to follow directions

SKILL/CONCEPT: Students practice listening for detailed information and directions.

SUGGESTED ACTIVITIES	NOTES
1. Play the game of "Simon Says" with the following variations: a. The students close their eyes while playing the game if the leader does the correct actions; b. The leader does the opposite actions from his oral directions; and c. The leader does no actions while giving directions. 2. Have students follow a gradually lengthening series of oral directions. Begin with one direction, "Walk to the door" and add an additional direction each time. If the student can remember and complete each direction he/she may take another turn. If the directions are not carried out correctly, another student is chosen. 3. Write two-step directions on sentence strips. Have a student select a strip and read the directions aloud to another student. If the second student can follow the directions exactly, he or she gets a chance to read directions and pick another student to listen.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 158
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ____
7. __________ pp____
8. __________ pp____

Oral Communication

Listening

Grade 2

Comprehension

OBJECTIVE: To practice courteous listening

SKILL/CONCEPT: Students practice listening in informal social situations.

SUGGESTED ACTIVITIES	NOTES
1. Allow students to practice talking on play telephones. Encourage them to take turns being the speaker and listener. The teacher should remind students to speak slowly, clearly, politely, have one or two simple questions in mind to ask, listen carefully for the questions asked and answer them concisely.	
2. Have students practice making introductions, e.g., "Hello, I would like to introduce you to my friend Jan White." "Jan this is my friend Tina Jones," "Tina, Jan White."	
3. As a group activity designed to encourage courteous listening, have students discuss what they could do to be good listeners. Include such items as looking directly at the speaker, listening quietly, listening the first time, thinking before answering a question.	

Resources - For additional information and activities see:

1. RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp 159

5. Basal Reading pp_____

⑥ Language Basal pp ___

7. __________ pp____

8. __________ pp____

Oral Communication

Speaking

Grade 2

Informal

OBJECTIVE: To complete simple nursery rhymes, riddles, and jingles

SKILL/CONCEPT: Students demonstrate an awareness of rhythm within language patterns.

SUGGESTED ACTIVITIES	NOTES
1. Read nursery rhymes to the students and help them recite the rhymes.	
2. Use familiar jump rope or TV commercial jingles. Recite each one and leave out parts of the jingles. Students have to be able to say the complete jingle, supplying the missing part. Not last night but the night before, 48 robbers came knocking at the ____________(door).	
3. Begin by reading a sentence to the class. Each student must make up a sentence that rhymes with the beginning sentence. Change periodically to maintain spontaneity. Example: Teacher - I have a pig. 1st. student - It is very big. 2nd. student - He wore a wig. 3rd. student - And he danced a jig.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 160
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Oral Communication

Grade 2 Speaking Informal

OBJECTIVE: To use words and artistic designs to express emotions.

SKILL/CONCEPT: Students express their emotions freely and actively.

SUGGESTED ACTIVITIES	NOTES
1. Play music suggestive of different moods. Have students use emotional words suggested by the music. Students can also be encouraged to describe how the music makes them feel through artistic designs of various shapes and colors.	
2. Read several stories to the class. Have the students discuss the feelings of the characters at different places in the story. The students should also provide an explanation of why they think each character is experiencing a certain feeling.	
3. Students should be seated in a circle. The teacher or a student begins by completing an open-ended sentence such as, "I feel happy when _________." Members of the circle take turns completing the sentence. Students should be encouraged to share, but should not be forced to participate. a. Happiness is . . . . b. I feel scary when . . . . c. I am sad when	

Resources - For additional information and activities see:

1. RX Reading pp_____	3. Creative Writing pp_____	5. Basal Reading pp_____	7. __________ pp_____
2. Sound Off pp_____	[✓ 4.] State L.A. Curriculum Guide pp 161	[✓ 6.] Language Basal pp ___	8. __________ pp_____

Grade 2

Oral Communication

Speaking

Informal

OBJECTIVE: To summarize a story in correct sequence

SKILL/CONCEPT: Students exhibit a sense of story when presenting ideas orally.

SUGGESTED ACTIVITIES	NOTES
1. Use comic strips from the Sunday newspaper. Cut out a whole strip and glue it to heavy tagboard. Cut the strip up into its separate sections and laminate individually. Students must rearrange the sections into the correct sequence and tell the story.	
2. Provide several wordless books. Allow a student to tell the story in his or her own words to the teacher, a small group, or on tape. a. Elephant Buttons by Noriko Ueno b. Bob's Dream by Martha Alexander c. Out! Out! Out! by Martha Alexander d. Frog Goes to Dinner by Mercer Mayer	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 4.] State L.A. Curriculum Guide pp 162
3. Creative Writing pp_____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ____
7. __________ pp____
8. __________ pp____

Grade 2

Oral Communication
Speaking

Informal

OBJECTIVE: To summarize a story in correct sequence

SKILL/CONCEPT: Students exhibit a sense of story when presenting ideas orally.

SUGGESTED ACTIVITIES	NOTES
3. Supply each student with three events of a familiar story (the beginning, the middle, and the end). Students retell story using the three events in the correct sequence. Example: a. pictures from old readers b. comic strips c. pictures from literature books	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 163
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Oral Communication Informal

Grade 2 Speaking

OBJECTIVE: To make oral explanations

SKILL/CONCEPT: Students explain simple processes useful in life situations.

SUGGESTED ACTIVITIES	NOTES
1. Have the students orally explain how to perform a specific task such as making a peanut butter and jelly sandwich, or trying on a shoe. 2. Allow each student to orally explain the route he takes from home to school, using street names and other identifying landmarks, to the nearest library, church or grocery could also be given. 3. Assist the class in making a list of rules appropriate for classroom behavior. Have students explain in complete sentences each rule and why it is important. For the rule, "Don't fight," the explanation could be, "We should not fight because fithts cause injury."	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 164
5. Basal Reading pp____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 2

Oral Communication

Speaking

Informal

OBJECTIVE: To use descriptive words

SKILL/CONCEPT: Students describe experiences in the five sensory areas.

SUGGESTED ACTIVITIES	NOTES
1. Provide several small containers with a separate spice in each container. Blindfold each student and allow him/her to smell one container and describe what he/she smells. This activity can also be adapted for taste.	
2. Provide cards with different grades of sandpaper glued on each. Try to have the same color sandpaper on each card and have each sample of sandpaper cut the same size. Students feel two cards at a time and tell how one card is different from the other. Students can also rank the sets of cards from the softest to the roughest grade of sandpaper.	
3. Make a series of cards with abstract designs or drawings (ink blot, string painting or paint relief). Each student looks at a picture and tells what he or she sees. Encourage individual reactions and descriptions.	

Resources - For additional information and activities see:

1. RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 165

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp_____

8. __________ pp_____

Oral Communication

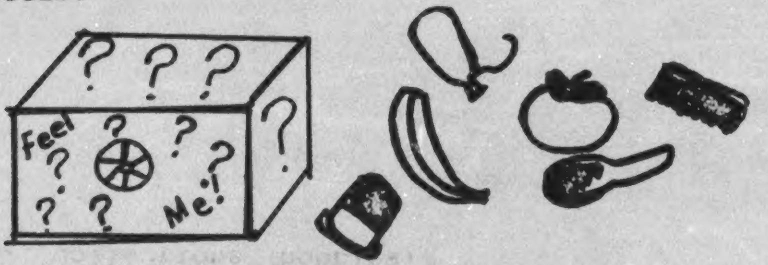
Speaking

Grade 2

Informal

OBJECTIVE: To use descriptive words

SKILL/CONCEPT: Students describe familiar objects in various informal settings.

SUGGESTED ACTIVITIES	NOTES
1. Make a feel box. Have the student put his/her hand in the box without looking, feel an object, and describe what he feels. 	
2. Teach the students riddle games. Read the riddles and let students solve them. After students become accustomed to the format, they can supply riddles. Riddles can be limited by categories (animals, things in the room, food, clothes, etc.).	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 166
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Oral Communication
Speaking

Grade 2

Informal

OBJECTIVE: To use descriptive words

SKILL/CONCEPT: Students describe familiar objects in various informal settings.

SUGGESTED ACTIVITIES	NOTES
3. "Show and Tell" - have students bring a favorite object from home. Allow them to describe it to the class. a. book b. model c. photo d. toy (game) e. collections (hobbies)	

Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 167
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Oral Communication

Grade 2 Speaking Informal

OBJECTIVE: To use oral expression in a variety of activities

SKILL/CONCEPT: Students make announcements, give messages and make introductions.

SUGGESTED ACTIVITIES	NOTES
1. "Pass It On" - Whisper a short phrase to the first student in the row. This student turns to the person next in line and passes the phrase on. The object of the game is for the very last person in the game to be able to repeat the phrase exactly as it was first given.	
2. Use a tape recorder and have students "introduce" themselves by giving their name, address, and one thing they like. Play the tape back and discuss how the introductions could be improved.	
3. Have students pick a reading passage, poem, or short story. Give them time to practice reading it silently. Provide opportunities for all students to present their selection to the rest of the class.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 168
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp_____
8. ____________ pp_____

Oral Communication

Speaking

Grade 2

Formal

OBJECTIVE: To practice oral communication

SKILL/CONCEPT: Students interpret ideas orally.

SUGGESTED ACTIVITIES	NOTES
1. Read a short story from a resource book. The students are to each add a sentence to make the story longer. Give as many students as possible an opportunity to add a sentence. 2. Read a story which has elements of both reality and fantasy. Group discussion follows. Students must differentiate between realistic events or fantasy events, providing supportive arguments for their decisions. 3. Allow students to dramatize a familiar story. One student reads or tells the story aloud while others pantomime the actions.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 169
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Written Communication

Reading

Word Recognition

Grade 2

OBJECTIVE: To practice word attack skills

SKILL/CONCEPT: Students identify consonant digraphs by sound and symbol in the initial and final positions.

SUGGESTED ACTIVITIES

1. Write three consonant digraphs on sentence strips and pass out to students — ch, sh, wh. Read words that begin with one of the three digraphs. Students hold up the card which shows that digraph sound. After students say the words, they record words in their phonics notebooks.

2. Make a list of digraphs that have been taught. Divide the class into two teams, and distribute identical sets of cards to each team — ch, sh, wh. Make sure pupils are familiar with the words you will call out. Read words such as wheel, sheep, church, etc. Students are called upon to stand and identify the digraph. They score a point for their team if they answer correctly.

3. Display sentences containing words with consonant blends and digraphs. Students are to write the sentences and underline the words showing digraphs only.

   a. The fish is in the blue bowl.
   b. Bill has a small new whip.
   c. Sit in the little green chair.

NOTES

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 170
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 2

Written Communication

Reading

Word Recognition

OBJECTIVE: To employ word attack skills in independent reading

SKILL/CONCEPT: Students use phonetic and structural analysis to identify words.

SUGGESTED ACTIVITIES	NOTES

1. Give examples of homonyms (hear - hers) using each word in a sentence. Instruct students to list sets of homonyms and use each set in a sentence. This is a team game. The team with the longest list is the winning team. Teacher monitors good sentence structure.

2. Use school pictures of students in the class to provide activities for teaching possessives. Students names are written under each picture on bulletin board.

Jim

John

Mary

Sentences are placed on board each day with missing words. Students supply the possessives.

a. This is ____________ doll.
b. Where is ____________ ball and bat.
c. I see ____________ jacket.

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 171
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

OBJECTIVE: To employ word attack skills in independent reading

SKILL/CONCEPT: Students use phonetic and structural analysis to identify words.

SUGGESTED ACTIVITIES	NOTES
3. Select a picture of one or more persons in a situation in which some emotions are observed. Display the picture on posterboard with descriptive words listed below. excited lonely angry hungry Ask students one word that best describes the way the person (or persons) in the picture might feel. The student writes that word on his or her paper. Direct students to write a short story about the picture.	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 172
[✓ 5.] Basal Reading pp____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 2

Written Communication

Reading

Word Recognition

OBJECTIVE: To identify multi-syllabic words

SKILL/CONCEPT: Students discriminate between one, two, and three syllable words.

SUGGESTED ACTIVITIES	NOTES

1. Syllable Name Game

   Make first-name cards for each student in the class. Display them and have students arrange into appropriate stacks of one, two, or three syllables names. For variety use names of places or things.

2. Pass out old magazines to students. Assign different numbers to students. Have students find pictures that represent words with the given number of syllables. Cut out pictures and paste on sheets of sturdy paper. Make a list of words to accompany the pictures. Display completed work.

3. Students are given a list of words. They are to take each word and list under the appropriate number of syllables in each. They may work with partners.

Number of Syllables		
1	2	3

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 173
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 2

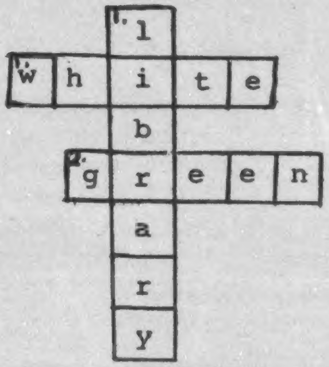
Written Communication
Reading

Word Recognition

OBJECTIVE: To use basic sight words

SKILL/CONCEPT: Students increase their word knowledge by reading and writing basic sight words (Harris-Jacobson List and basal vocabulary).

SUGGESTED ACTIVITIES	NOTES
1. Word Search Prepare a word search game using the Harris-Jacobson List. Words are listed at the bottom of the page for easy recognition. 2. Crossword Puzzle A list of 25 words from the Harris-Jacobson vocabulary and a large crossword puzzle are displayed. Give clues to aid students in identifying the words —"the opposite of black" (white); the color of grass (green), etc.	



Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 174
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Written Communication
Reading

Grade 2

Word Recognition

OBJECTIVE: To use basic sight words

SKILL/CONCEPT: Students increase their word knowledge by reading and writing basic sight words (Harris-Jacobson List and basal vocabulary).

SUGGESTED ACTIVITIES	NOTES
3. List categories on paper — animals and people. Have students go through the basal vocabulary and Harris-Jacobson Word List and identify words in categories listed. NOTE: This activity may also be used to put words in alphabetical order.	

animals	people
________	________
________	________
________	________
________	________

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 175
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

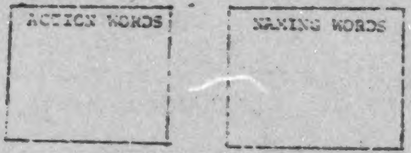
Written Communication
Reading

Word Recognition

Grade 2

OBJECTIVE: To recognize categorical words

SKILL/CONCEPT: Students identify words dealing with names, actions, and descriptions.

SUGGESTED ACTIVITIES	NOTES
1. Illustrate on chart paper a picture of a person, place, and thing. Students are given magazines in order to find, cut, and paste pictures in each category. Direct students to label each picture. Students may work in small groups. PERSONS PLACES THINGS	
2. Upon completion of the oral reading of a story, the class could identify and write words from the story in each category. Students may work independently at their desks. 	
3. Select a group of pictures that will elicit enthusiastic responses from students. As each picture is displayed, direct students to supply words that tell about it. List words on chalkboard. Then categorize words.	

Resources - For additional information and activities see:

1. RX Reading pp_____ ③ Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ____________ pp____
2. Sound Off pp______ ④ State L.A. Curriculum Guide pp _____ ⑥ Language Basal pp ___ 8. ____________ pp____

Grade 2 Written Communication Comprehension

Reading

OBJECTIVE: To identify sequential order

SKILL/CONCEPT: Students recognize the sequence of story events.

SUGGESTED ACTIVITIES	NOTES
1. Call on students in random order to cite three things or events that happen on a typical school day. a. We go home from school. b. We get out of bed. c. We come to school. The events are listed on the chalkboard. After a series of events are listed have the students put them in sequential order: first, second, and third. 2. Cut several comic strips from the newspaper and separate the frames. Distribute them to students and direct them to arrange the frames in sequential order.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____	3. Creative Writing pp_____	[✓ 5.] Basal Reading pp_____	7. ___________ pp_____
2. Sound Off pp_____	[✓ 4.] State L.A. Curriculum Guide pp 177	[✓ 6.] Language Basal pp ___	8. ___________ pp_____

Written Communication

Reading

Grade 2 Comprehension

OBJECTIVE: To identify sequential order

SKILL/CONCEPT: Students recognize the sequence of story events.

SUGGESTED ACTIVITIES	NOTES
3. Provide the students with a short story on sentence strips.	

John had	under the table.	1st	John had a big box.	1st
He ran	on the table.	2nd	He put it on the table	2nd
The dog was	a big box.		He ran to look for his dog.	3rd
He put it	to look for his dog.		The dog was under the table.	4th

Direct the students to put the story in sequential order.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____ 3. Creative Writing pp____ [✓ 5.] Basal Reading pp____ 7. ________ pp____

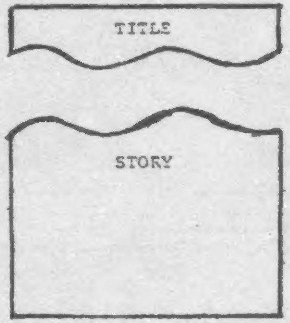
2. Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp 178 [✓ 6.] Language Basal pp ___ 8. ________ pp____

Grade 2 Written Communication Comprehension

Reading

OBJECTIVE: To locate the main idea in a reading selection

SKILL/CONCEPT: Students identify main ideas in stories and pictures.

SUGGESTED ACTIVITIES	NOTES
1. Provide students with a variety of numbered pictures of Star Wars, listing possible titles on the back. Students are to write a title for each picture. They then compare their title with those on the back. 2. Read a story to the class. After the story is read, have students draw a picture illustrating what the story was about. 3. Cut up old, discarded textbooks. Separate the titles from the stories. Mount short stories and titles on tagboard. Scramble all the stories and titles in a box. Students match titles with stories. (Make activity self-checking by writing the same letter, number, or symbol on the back of the story and title that match.) 	

Resources - For additional information and activities see:

1. RX Reading pp_____ [✓ 3.] Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 179 [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 2

Oral Communication Comprehension

Reading

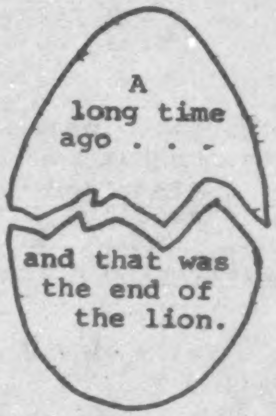
OBJECTIVE: To recognize sequential order

SKILL/CONCEPT: Students enhance the ability to use sequential order in narrative and expository material.

SUGGESTED ACTIVITIES

NOTES

1. Write simple stories on the students reading level. Print on cards cut in "half-egg" shapes. The beginning of the story should appear on the top half of the egg and the ending on the bottom half. Pass the story beginning to the students. Place bottom half with story endings in a box. Students select an ending from the box and read the story to the class or a small group. Students who are able to match the parts and read the story take it home to read to parents.


A long time ago . . .
and that was the end of the lion.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 180

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___

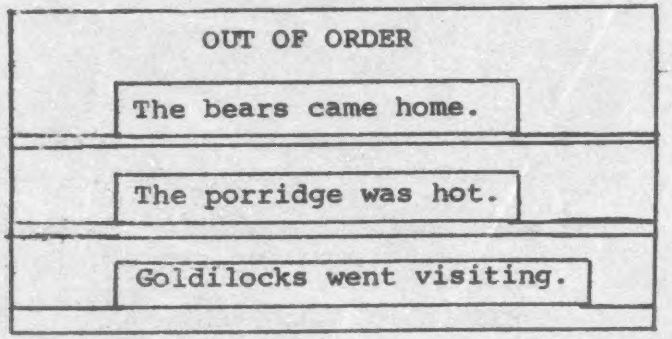
7. __________ pp____
8. __________ pp____

OBJECTIVE: To recognize sequential order

SKILL/CONCEPT: Students enhance the ability to use sequential order in narrative and expository material.

SUGGESTED ACTIVITIES	NOTES
2. Make an "Out of Order" pocket chart. Use a familiar story or one from the basal reader. Place several sentences related to a story, but not in sequential order on the pocket chart. Students read sentences and place in sequential order.	

Sample Stories: The Three Bears
Little Red Hen
The Three Pigs



Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 181
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 2 Oral Communication Comprehension

Reading

OBJECTIVE: To recognize sequential order

SKILL/CONCEPT: Students enhance the ability to recognize sequential order in narrative and expository material.

SUGGESTED ACTIVITIES	NOTES
3. Make task cards with the headings "How to make . . . ." Examples: a. How to make French fries. b. How to make a peanut butter sandwich. c. How to take a bath. Provide students with strips containing the steps for each activity (separated) and direct them to place in sequential order.	

Resources - For additional information and activities see:

1. RX Reading pp_____	[✓ 3.] Creative Writing pp_____	5. Basal Reading pp_____	7. ___________ pp____
2. Sound Off pp______	[✓ 4.] State L.A. Curriculum Guide pp 182	[✓ 6] Language Basal pp ___	8. ___________ pp____

Grade 2 Written Communication Study Skills
Reading

OBJECTIVE: To practice alphabetizing

SKILL/CONCEPT: Students alphabetize randomly selected words.

SUGGESTED ACTIVITIES	NOTES
1. Provide students with classified lists of words from Harris-Jacobson List (animals, people, places, etc.) Students take each list and place the words in alphabetical order.	
2. Students are given scrambled sentences on a task/activity card. Students are to arrange the words in alphabetical order to form a complete sentence. Examples: a. play Beth can tennis Aunt. b. eight arrives Alice o'clock always at. c. tomorrow can all soccer boys play. d. house David find slippers can his?	
3. Students are to write an alphabetical story. Direct them to start the first sentence with A, the next sentence with B, and continue until they have written sentences with each letter A through E. Three to five sentences are ample.	

Resources - For additional information and activities see:

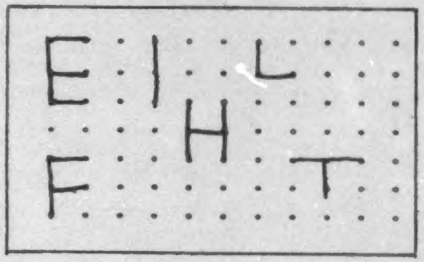
[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 183
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp___
7. __________ pp____
8. __________ pp____

Written Communication

Grade 2 Writing Mechanics

OBJECTIVE: To practice manuscript writing

SKILL/CONCEPT: Students learn how to form upper and lower case manuscript letters.

SUGGESTED ACTIVITIES	NOTES
1. Given mimeographed sheets containing dots, the students connect dots to form letters using vertical and horizontal strokes. 	
2. Issue construction paper and scissors. Students demonstrate their awareness of circles by drawing and cutting circles in a counter clockwise motion after a demonstration by the teacher. A snowman with a circular head, body, and feet will be made. Half circles can be used for the snowman's hat.	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____

[✓ 3.] Creative Writing pp____
[✓ 4] State L.A. Curriculum Guide pp 184

5. Basal Reading pp____
[✓ 6.] Language Basal pp ___

7. __________ pp____
8. __________ pp____

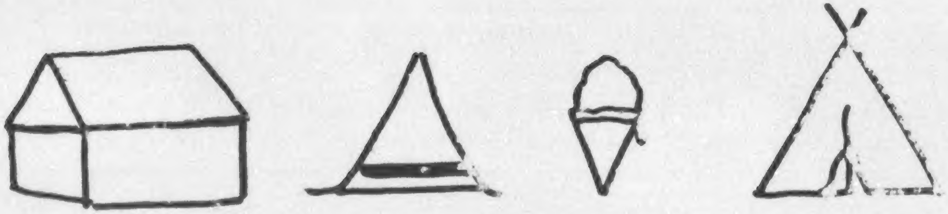
Written Communication

Grade 2 Writing Mechanics

OBJECTIVE: To practice manuscript writing

SKILL/CONCEPT: Students learn how to form upper and lower case manuscript letters.

SUGGESTED ACTIVITIES	NOTES
3. Using crayons and art paper, the students practice their skill in drawing slanted lines by drawing a picture of a house, witch's hat, ice cream cone, tepee, etc. Students think of and draw other objects using slanted lines.	



Resources - For additional information and activities see:

1. RX Reading pp_____ [✓ 3.] Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 185 [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 2

Written Communication

Writing

Mechanics

OBJECTIVE: To use punctuation marks

SKILL/CONCEPT: Students use period, question mark or exclamation mark at the end of sentences.

SUGGESTED ACTIVITIES	NOTES

1. Give each student three pieces of tagboard or paper (about 3"x5"). Have students draw a large period, question mark, and exclamation mark on separate pieces of tagboard. Show students sentences and read them aloud with the class. Tell students to decide if the sentence tells something, asks something, or shows excitement. Direct students to hold up the card with the correct punctuation for the sentence.

Here is a book	.
Where is the book	?
Oh what a lovely book	!

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 186 ⑥ Language Basal pp ___ 8. ________ pp____

Written Communication — Writing

Mechanics

Grade 2

OBJECTIVE: To use punctuation marks

SKILL/CONCEPT: Students use period, question mark or exclamation mark at the end of sentences.

SUGGESTED ACTIVITIES	NOTES
2. Provide a series of sentences with no punctuation at the end. Students must supply the correct form of punctuation (period, question mark, exclamation mark) at the end of each sentence. 3. Have students examine the punctuation on a page in their readers. Students read examples of sentences that end with periods, question marks, and exclamation marks. Discuss with the students why those examples require those particular punctuation marks.	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5] Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 187 [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 2

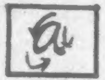
Written Communication

Writing

Mechanics

OBJECTIVE: To use cursive writing

SKILL/CONCEPT: Students learn how to form upper and lower case cursive letters.

SUGGESTED ACTIVITIES	NOTES
1. Make templates with cursive letters.  Arrows show direction in which students must write. Make sandpaper cards with letters that students can trace with their fingers.	
2. Provide a handwriting guide for students to use as a model. Make posters illustrating formation of upper and lower case manuscript and cursive. Direct students to practice forming upper and lower case cursive letters using the posters as a guide.	
3. Provide many opportunities for students to practice cursive writing, such as: a. headings on paper — name, school, subject, date b. labels for classroom c. captions for bulletin boards d. posters for classroom activities	

Resources - For additional information and activities see:

1. RX Reading pp_____ [✓ 3.] Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp _____ [✓ 6.] Language Basal pp ___ 8. ___________ pp_____

Written Communication

Grade 2 Writing Mechanics

OBJECTIVE: To employ editing skills

SKILL/CONCEPT: Students learn to spell correctly by using the picture dictionary and other materials.

SUGGESTED ACTIVITIES	NOTES
1. Provide pictures of people, places, and things on flash cards. Students look for the pictures in the picture dictionary and copy the correct spelling of each word. OR: Write words from different sections of the pictionary such as: Pictionary a. Parts of the body b. Things to wear c. Make believe things d. Animals e. Color 2. Write a list of misspelled words on the chalkboard. Students use the picture dictionary to find the correct spelling of each word and correct the misspelled words.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 189
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Written Communication

Grade 2 Writing Mechanics

OBJECTIVE: To employ editing skills

SKILL/CONCEPT: Students learn to spell correctly, by using the picture dictionary and other reference books.

SUGGESTED ACTIVITIES	NOTES
3. Write sentences on chalkboard containing singular words where plural forms are needed. Read sentences with the class. Then direct students to copy sentences using the correct plural forms. Examples: a. Mary got two doll (dolls) for her birthday. b. The dog had five brown puppy . (puppies)	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 190
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Written Communication Composition

Grade 2 Writing

OBJECTIVE: To write story endings

SKILL/CONCEPT: Students develop story endings.

SUGGESTED ACTIVITIES	NOTES
1. Duplicate a short story so that each student may have a copy. Make provisions for completion of the story by the students. Example: a. Tom went home and ________. b. Mary was happy when ________. 2. Provide a series (3 to 5) of pictures which tell a story without ending. Ask students to draw and write an ending. 3. Read a story to the class and stop near the end. Students are directed to write what they think happened next. All endings can be read and displayed in the room.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 191
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Written Communication

Grade 2

Writing

Composition

OBJECTIVE: To practice record keeping

SKILL/CONCEPT: Students enhance writing skills by keeping diaries and logs.

SUGGESTED ACTIVITIES	NOTES
1. Have students keep a record of all books they read during the school year. The students can make their own booklets. They should record the title, author and a short comment about each book read. Check the logs regularly.	
2. Record with the class the highlights of each school day. This can be recorded on single sheets and later made into a book. Each student can keep a personal diary that includes similar information.	
3. Direct students to record the steps taken in a science experiment and identify the results. Use an experiment recorded in the second grade science text as a guide. Advise students to compile a booklet for all science experiments.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 192

5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Written Communication

Grade 2 — Writing — Composition

OBJECTIVE: To practice using complete sentences

SKILL/CONCEPT: Students complete or write a simple sentence.

SUGGESTED ACTIVITIES

NOTES

1. Write a question on the chalkboard such as "What is your favorite toy?" The students are given the first part of the answer: My favorite toy is _________. Their task would be to copy and complete the statement.

2. Show the students an object such as a small red ball. The students' task is to write a sentence describing the object.

3. Ask a question to which students write an answer using a complete sentence. What color is Mike's shirt? The students compare written answers and evaluate them in terms of completeness — noting the variety of ways for stating same answer.

   Examples:

   a. Mike is wearing a red shirt.
   b. Mike's shirt is red.
   c. His shirt is red.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 193
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 2

Written Communication Composition

Writing

OBJECTIVE: To write creatively

SKILL/CONCEPT: Students organize their thoughts and transfer them to written form (stories and/or poems)

SUGGESTED ACTIVITIES	NOTES
1. Display pictures and encourage discussion concerning what is happening in the pictures. Ask the students to record their thoughts on paper.	
2. Provide students with a specific topic or an opening sentence. Encourage students to write short stories or poems. Example: On my way home I saw a	
3. Help students create simple stories. Use story starters, such as: a. Man's best friend is . . . . b. The ground began to move beneath my feet . . . . c. As the band began to play . . . . d. The whole town was excited when	

Resources - For additional information and activities see:

1. RX Reading pp____	[✓ 3.] Creative Writing pp____	5. Basal Reading pp____	7. ____________ pp____
2. Sound Off pp____	[✓ 4.] State L.A. Curriculum Guide pp 194	[✓ 6.] Language Basal pp ___	8. ____________ pp____

Written Communication Composition

Grade 2 Writing

OBJECTIVE: To write creatively

SKILL/CONCEPT: Students write short stories and poems.

SUGGESTED ACTIVITIES	NOTES
1. Provide one-line story starters. a. "I was walking up the street when . . . ." b. "The sky became cloudy when all of a sudden . . . ." c. "The biggest, longest, loudest, hairiest thing I've ever seen was . . . ." Direct students to complete the story and encourage them to be creative.	
2. Have students make ink or paint blot pictures. After observing their pictures, the students will write stories describing the pictures.	
3. Provide several examples of different styles of poetry. Encourage students to compose poetry that centers around a central theme (weather, animals, colors, food).	

Resources - For additional information and activities see:

1. RX Reading pp_____	[✓ 3.] Creative Writing pp_____	[✓ 5.] Basal Reading pp_____	7. ____________ pp____
2. Sound Off pp_____	[✓ 4.] State L.A. Curriculum Guide pp 195	[✓ 6.] Language Basal pp ___	8. ____________ pp____

Language activities should focus on personal experiences.

Grade 3

Learner Outcomes

GRADE 3

AFFECTIVE:

- Develops a positive self-concept
- Respects the rights of others
- Enjoys learning
- Accepts responsibility for behavior and learning
- Exhibits self-discipline
- Works well independently and in groups
- Takes pride in work
- Values listening
- Enjoys communicating
- Appreciates literature
- Desires maximum achievement

COGNITIVE:

- Strengthens ability to communicate effectively
- Gives and follows oral directions
- Thinks and listens critically
- Interprets television, movie, and story situations orally and in writing
- Applies public speaking skills
- Reads basals appropriate to level
- Masters Harris-Jacobson Word List appropriate to level
- Uses utility words
- Reads orally with interpretive expression
- Comprehends literally, inferentially and critically
- Recognizes uses for varied reading rates
- Uses study skills
- Uses correct spelling
- Writes, using correct capitalizations, punctuation and appropriate grammar
- Proofreads and edits written work

PSYCHOMOTOR:

- Perceives spatial relationship
- Writes with uniformity of letter size, spacing, alignment, and slant
- Writes legibly in cursive
- Uses body language for dramatization
- Uses appropriate posture and gestures for formal speaking

Scope and Sequence

GRADE 3

LISTENING

Auditory Perception

Distinguishes sounds

- environmental
- consonants (medial, final, blends and digraphs)
- vowels (short, long and r-controlled)

Distinguishes word endings

- ed, es, s
- rhyming elements

Follows oral directions

SPEAKING

READING

Word Recognition

Uses context clues

- meaning and syntax

Uses phonetic clues

- consonants (final and medial)
- consonant blends (initial and final)
- consonant digraphs (initial and final)
- vowels (short, long, r-controlled and diphthongs)
- variant letter sounds (vowels and consonants)

Uses structural analysis clues

- root words
- endings (changes in sound and spelling)
- contractions
- compounds
- affixes (suffixes and prefixes)
- syllabication

Recognizes sight and utility words

WRITING

Mechanics

Write in cursive

- uniform spacing between letters and words
- upper and lower case letters
- name, address, school, date, city and state
- margins and indentations

Spells words used in writing

Analyzes and improves own written work

Uses punctuation marks

- period
- question mark
- comma
- exclamation mark

Labels pictures and writes captions

Uses capital letters

- beginning of sentence
- proper nouns
- titles
- topics
- key words

Uses forms of verbs, adjectives, adverbs

GRADE 3

LISTENING

Comprehension

Understands vocabulary

- words, phrases and sentences

Responds to multiple step directions

Obtains answers to questions

Grasps ideas

- main idea
- details
- sequence
- cause-effect
- analogous relationships
- story problem and solution

Makes judgements

- realism and fantasy, character traits (feelings, actions and motives)

- Draws conclusions

SPEAKING

Language Structure

Pronounces words correctly

Uses conventional grammar patterns

Informal

Uses expressive language

- sentences
- storytelling, dramatization and role-playing
- conversation
- personal experiences
- giving directions

Formal

Uses appropriate language

- literary selections (poems, stories and plays)
- choral speaking
- discussion
- reports
- social courtesies

Practices appropriate speech decorum

- enunciation
- organized ideas
- eye contact with audience
- supporting details

Demonstrates oral reading ability

READING

Comprehension

Interprets words, phrases and sentences

- context (pronouns, referents, word meaning, homonyms, unfamiliar words, figures of speech and idioms)

Interprets paragraphs and selections

- details
- main idea
- relationships (sequential, cause-effect, size, place, time and analogous

Makes judgments

- fact and opinion
- realism and fantasy
- fiction and nonfiction
- bias (feelings, actions, motives), distinguishes between fact and opinion, recognizes bias

Identifies story elements

- character
- setting
- story problem and solution

WRITING

Language Structure

Recognizes sentences

- simple and compound

Uses correct subject and verb agreement

Uses pronouns, adjectives, adverbs and prepositions

Uses forms of verbs

Uses word order to obtain sentence sense

Composition

Dictates stories

Writes stories and poems

Composes in different modes of written expression (stories, plays, poetry, letters and biographies)

Presents ideas in an organized manner (sequential, cause-effect and logical relationships)

GRADE 3

LISTENING	SPEAKING	READING	WRITING
		Study Skills Uses location skills - page numbers, table of contents alphabetical order, graphics (maps, graphs, charts and tables), diagrams Uses reference materials - dictionaries, glossary, (guide words, entry, entry words, definitions, pictures, root words, inflected forms, pronunciation guide and spelling - encyclopedia Organizes information - classifies - summarizes Adjusts rate according to purpose and content (rereads, skims and previews)	Writes about experiences and feelings Writes letters - friendly - thank-you notes - invitations Chooses precise words - synonyms - antonyms
Appreciation Enjoys various types of literature - folk or fairy tales - stories - plays - poems Appreciates dialects and colloquial expressions		**Appreciation** Enjoys various types of literature - folk or fairy tales - stories - plays - poems - tall tales	

Grade 3

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To identify environmental sounds

SKILL/CONCEPT: Students discriminate environmental sounds.

SUGGESTED ACTIVITIES	NOTES
1. Display a city and a rural scene. Lead a group discussion on the kinds of sounds one would expect to hear in the two settings. Ask the students to put their heads on their desks, close their eyes, and listen as you make a number of different sounds. Direct the students to say "city sound" if it is one that they would hear in the city, and "country sound" if it is one that they would hear in the country. Sounds such as the following may be made. cow mooing, automobile horns blowing, siren screaming, duck quacking	
2. Have students categorize sounds. The categories might include sounds that are pleasant, sounds that are alarming, sounds that are unpleasant, and sounds that are funny.	

Resources - For additional information and activities see:

1. RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp 200

5. Basal Reading pp_____

6. Language-Basal pp ___

7. __________ pp_____

8. __________ pp_____

Grade 3

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To identify environmental sounds

SKILL/CONCEPT: Students discriminate between environmental sounds.

SUGGESTED ACTIVITIES	NOTES
3. Have students create sounds in the classroom and around the school. Extend this activity by asking class to describe the sounds they produce. a. slamming door b. writing on chalkboard c. walking through fall leaves d. clapping hand e. bouncing a ball f. jumping rope	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 201
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To identify phonemic likenesses

SKILL/CONCEPT: Give students practice in noting differences in words and sounds.

SUGGESTED ACTIVITIES	NOTES
1. Read groups of words to students who are to designate one word which is different from the rest. a. bubble, baboon, racket, biscuit (same initial sound) b. name, tame, same, time (rhyming words) c. running, help, coming, bouncing (ending the same) 2. Play notes on any musical instrument (record or tape) to provide practice distinguishing between high and low tones. Play two or three notes. Students decide whether 1, 2, or 3 was the highest note and which one is the lowest note. 3. Designate different patterns of words. a. Listen for a three syllable word: That is a beautiful dress. b. Listen for a one syllable word: The wind is blowing.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 202
5. Basal Reading pp_____
6. Language Basal pp___
7. ________ pp_____
8. ________ pp_____

Grade 3 Oral Communication Auditory Perception

Listening

OBJECTIVE: To identify variant consonant sounds

SKILL/CONCEPT: Students practice distinguishing the hard g/g and the soft g/j sounds in words. Activities can be used for the hard and soft s.

SUGGESTED ACTIVITIES	NOTES
1. Write these words on the board.	

HARD G

mug
goat
gate
game
gave

plug
frog
flag
dragon

SOFT G

page
gem
gym
cage
Gene

huge
stage
giraffe

Pronounce the words and then have the students pronounce the words. Students are to notice the two different sounds that the letter G makes. Students copy each word from the board. Then the students work in pairs pronouncing the words to each other as they listen to the sounds.

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 203
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Grade

Oral ______ Communication
Listening

Auditory Perception

OBJECTIVE: To identify variant consonant sounds

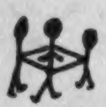
SKILL/CONCEPT: Students practice distinguishing the hard g/g and the soft g/j sounds in words. Activities can also be used for the hard and soft s.

SUGGESTED ACTIVITIES	NOTES

2. Play the game "Squirrel in the Tree" (Similar to "Musical Chairs")

   To get students to change "trees" use the word list for hard g and soft g sounds. Instruct students to change "trees" if the word begins with the hard g and to remain in the "tree" if word begins with the soft g sound.

   GAME: "Squirrel in the Tree"



   Two students join hands (tree) with one student in the middle (squirrel). An extra "squirrel" is IT who is looking for a "tree." On the signal for the students to change — all "squirrels" change "trees." The one "squirrel" without a "tree" is IT and must try to find a "tree" on the next signal.

3. Instruct students to make lists of persons they know whose names contain either the hard g/g or the soft g/j sounds. The same activity can be repeated for the hard and soft s sounds. (last names may be used.)

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 204
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3

Oral Communication

Listening

Comprehension

OBJECTIVE: To organize information relating to word concepts

SKILL/CONCEPT: Students group ideas logically and expand conceptual awareness.

SUGGESTED ACTIVITIES	NOTES

1. Instruct the students to listen carefully as she calls out a series of four words. Tell the students they must tell how the words belong together. The teacher selects words on the students grade level (Harris-Jacobson word list or basal vocabulary).

   a. father, mother, sister
   b. dog, cow, horse
   c. purple, white, gray

   Levels two and three will be given the same instructions. Teacher will select words for their appropriate grade levels.

2. Students play "Riddle Grab Bag" as they select a word from the bag. The student must make three statements relating to or identifying the word.

WORD	STATEMENT
chalkboard	You write on it. It is in a classroom. It is painted green.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 205
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3 Oral Communication Comprehension
Listening

OBJECTIVE: To organize information relating to word concepts

SKILL/CONCEPT: Students group ideas logically and expand conceptual awareness.

SUGGESTED ACTIVITIES	NOTES
3. Ask the students to listen to the paired words read (cat, kitten; man, boy; dog, bark; etc.) Students are instructed to think about the relationship of the paired words and give the missing word in another relationship that the teacher starts for them. a. Cat is to kitten as dog is to _______. b. Man is to boy as woman is to _______. c. Dog is to bark as duck is to _______.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 206
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3

Oral Communication Comprehension
Listening

OBJECTIVE: To demonstrate inferential listening skills

SKILL/CONCEPT: Students interpret what is heard when listening to stories read aloud.

SUGGESTED ACTIVITIES	NOTES
1. Read aloud short descriptive passages, and have the students identify what is described. a. People live in me. b. I have windows and doors. c. I come in many different sizes and colors. d. Draw a picture of me. 2. Tape various short paragraphs or stories. Have students listen to the tape and answer inferential questions about the stories. 3. Read a fable to the class. Have the students listen to discover the moral or hidden meaning of the story. a. "The Fox and the Grapes" by Aesap b. "The Hare and the Tortoise" by LaFontaine	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 207
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp_____
8. ____________ pp_____

Grade 3 — Oral Communication — Comprehension

Listening

OBJECTIVE: To demonstrate proficiency in listening for comprehension

SKILL/CONCEPT: Students develop comprehension skills through listening.

SUGGESTED ACTIVITIES	NOTES
1. Direct students to listen to a story on a tape recorder or record and either rewrite or retell the story in their own words. 2. Read a story to the students. Have them draw a picture to show that they understand what the story was about. a. Where the Wild Things Are by Maurice Sendak b. The Giving Tree by Shel Silverstein c. How Puppies Grow by Millicent Selsam 3. Have the students listen to a story on a tape. After the story is completed have them answer questions. a. How to Eat Fried Worms by Thomas Rockwell b. The Biggest Bear by Lynd Ward c. Loudmouse by Richard Wilbur	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 208
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

Listening

OBJECTIVE: To employ listening skills as a technique for gathering information

SKILL/CONCEPT: Students listen to interpret for the main idea and details.

SUGGESTED ACTIVITIES	NOTES
1. Select an article from the newspaper. Appoint a student to read it to the class. Ask three students to leave the room. Article should be on the reading level of the students. Tell the class that one of you will return and hear a summary of the article from one of the class members. The person who heard the summary invites another person in and tells what he/she heard. After the last person hears the summary and repeats it, the student reads the article again; and the class determines how well the listeners remembered what they heard.	
2. Record a paragraph from the social studies text and instruct students to listen to the tape and name three of the most important facts heard.	
3. Read a short story to the class. After story is completed, ask questions to solicit specific details from the story. Examples: a. The Biggest Bear by Lynd Ward b. Where Does a Butterfly Go When It Rains by May Garelick	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 209
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Oral Communication Comprehension
Listening

OBJECTIVE: To listen for order in directions

SKILL/CONCEPT: Students listen for the order in which things happen and understand the words first, next, then and last when following oral directions.

SUGGESTED ACTIVITIES	NOTES
1. Have students give oral directions for familiar activities while other students follow directions. This is an excellent activity for Dental Health Week. a. brushing teeth (American Dental Health Week) b. making a sandwich c. blowing up a balloon 2. Provide practice in listening as well as using math skills. Give students oral problems to which they can write answers (or give orally). a. Take 3; add 2; subtract 4; double your answer; add 5 What is your answer? (7)	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ____________ pp____
2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 210 6. Language Basal pp ___ 8. ____________ pp____

Grade 3 Oral Communication Comprehension

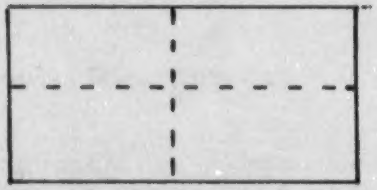
Listening

OBJECTIVE: To listen for order in directions

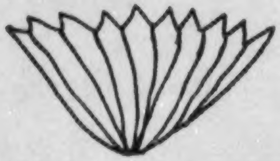
SKILL/CONCEPT: Students listen for the order in which things happen and understand the words first, next, then and last when following oral directions.

SUGGESTED ACTIVITIES	NOTES
3. Give oral directions to students for folded paper projects. Begin with simple folding activities.	

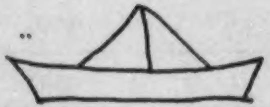
a. fold paper in fourths



b. fold an accordian fan



c. fold newspaper boats or hats



Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 211
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3 Oral Communication Appreciation
Listening

OBJECTIVE: To listen for enjoyment

SKILL/CONCEPT: Students listen to gain an appreciation of language and literature.

SUGGESTED ACTIVITIES	NOTES
1. Read stories and poems to the students that are a little above their own reading level. In this way the students are able to develop an appreciation for language and the varied meanings it can impart — beauty, humor, fear, fun, anger, frustration, etc. Examples: a. Cricket in Times Square by George Selden b. Hey, Dummy by Ken Platt c. I'll Fix Anthony by Judith Viorst 2. Students listen carefully to a story the teacher begins. When the teacher stops the next person must continue the story. Continue until everyone in the group has contributed to the story. "One day, while I was on my way to school, I met two classmates. . . ." 3. Read the story - I'm Buy, Too by Norma Simon Ask the students to identify the portion of the story that they liked most and explain why.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 212
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Oral Communication Appreciation

Listening

OBJECTIVE: To demonstrate creative listening

SKILL/CONCEPT: Students demonstrate creative listening through oral response.

SUGGESTED ACTIVITIES	NOTES
1. Students listen to a story on a tape and draw a picture to capture the mood, tone or imagery. a. Zoophabets by Robert Tallon b. The 14th Dragon by James E. Seidelman 2. Students listen to a story and write or tell a new or different ending for the story. 3. Show a film or filmstrip to the class. Have the students listen for specific things and discuss the effect of background music upon mood.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 213
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Grade 3 Oral Communication Informal

Speaking

OBJECTIVE: To dramatize stories

SKILL/CONCEPT: Students develop skills in intrepretive expression by dramatizing lines in original or familiar stories.

SUGGESTED ACTIVITIES	NOTES
1. The students read a class play. Each student is given a character and dramatizes his/her lines. The class can write their own play (script) for this activity using familiar stories. Cinderella Little Red Riding Hood Jack and the Beanstalk 2. Begin a story and get students to pantomime the missing parts. "Once upon a time, there was a teeny, tiny little ________. His name was Jack. He lived in a __________ with _________. He had ________ legs and ________ hair and wore ___________. One day he heard a noise. He looked up and saw a ________" The teacher can continue according to students ideas.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp____

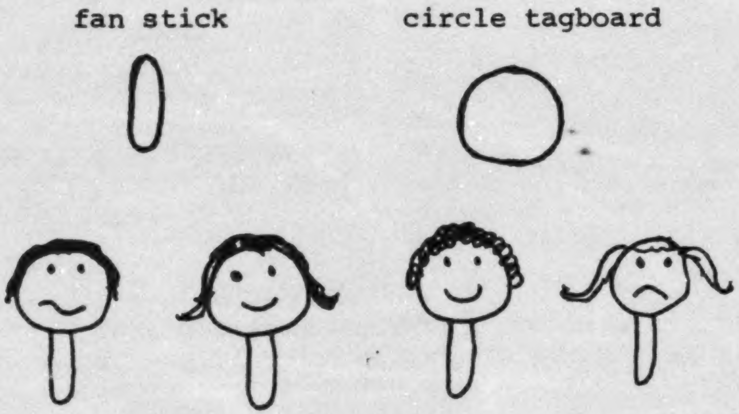
2. Sound Off pp______ ④ State L.A. Curriculum Guide pp 214 6. Language Basal pp ___ 8. ___________ pp____

Grade 3 Oral Communication Informal

Speaking

OBJECTIVE: To dramatize stories

SKILL/CONCEPT: Students develop skills in interpretive expression by dramatizing lines in original or familiar stories.

SUGGESTED ACTIVITIES	NOTES
3. Students create a brief play. They select their characters and dramatize the script. Stick puppets can be made by students to use in the dramatization of stories written by the class. 	

Resources - For additional information and activities see:

1. RX Reading pp____ 3. Creative Writing pp____ [✓ 5.] Basal Reading pp____ 7. __________ pp____

2. Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp 215 6. Language Basal pp ___ 8. __________ pp____

Grade 3 Oral Communication Informal

Speaking

OBJECTIVE: To use oral language to communicate effectively

SKILL/CONCEPT: Students dramatize "school situations."

SUGGESTED ACTIVITIES	NOTES
1. Students are given a situation for role play involving the principal, teacher, and student. Students enact their roles. 2. Students verbalize a familiar situation and then dramatize it. Examples: a. inviting a friend to a party b. organizing a field trip c. planning the activities for Open House 3. Role playing can be used to improve interpersonal relationships. Set up situations for the class. Examples: a. helping the new girl/boy b. playground courtesy c. co-operating with a substitute teacher	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

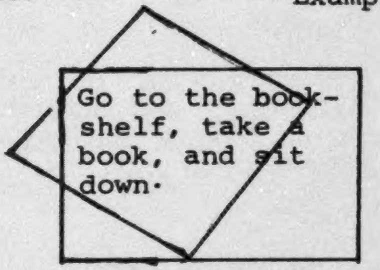
Grade 3

Oral Communication Informal
Speaking

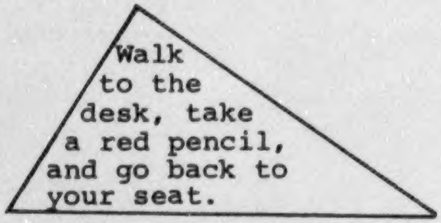
OBJECTIVE: To demonstrate proficiency in following directions

SKILL/CONCEPT: Students are engaged in situations that require them to follow directions.

SUGGESTED ACTIVITIES	NOTES
1. Cut pieces of paper into geometric shapes or in different colors and put in a box. On each shape is a direction which is read to the student by another student. Examples:	



Go to the book-shelf, take a book, and sit down.



Walk to the desk, take a red pencil, and go back to your seat.

Students can be given the opportunity to write directions on shapes and place in the box as an extension of this activity.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 217
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3

Oral Communication

Speaking

Informal

OBJECTIVE: To demonstrate proficiency in following directions.

SKILL/CONCEPT: Students are engaged in situations that require them to follow directions.

SUGGESTED ACTIVITIES	NOTES
2. Cooking experiences help students realize the importance of following directions. Provide opportunities for students to give directions for familiar recipes. Examples: a. Making lemonade b. Making jello c. Making butter 3. Play a game where the student mentions a food. Other students adhere to the following directions: a. Smile if they like it b. Frown if they do not c. Fold arms if they don't know d. Cover face if they hate it	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 218
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3

Oral Communication

Speaking

Informal

OBJECTIVE: To practice talking before small groups

SKILL/CONCEPT: Students continue using language to promote growth in conversing.

SUGGESTED ACTIVITIES

1. Students use two toy telephones and a toy switchboard. Each student has a turn to call a friend. A telephone operator is selected. It is explained by the teacher that he/she is to:

   a. Have one or two simple questions clearly in mind;
   b. Speak clearly and politely; and
   c. Make the conversation reasonably brief.

   The listener is encouraged to:

   a. Answer the telephone correctly;
   b. Listen carefully for the meaning of the question; and
   c. Avoid unnecessary conversation, by getting to the point.

   The teacher may find it helpful to suggest an idea for each level.

   All levels can do this activity.

   a. Give an invitation to a party
   b. Ask about a new pet
   c. Discuss a holiday

NOTES

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 219
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 **Oral Communication** **Informal**

Speaking

OBJECTIVE: To practice talking before small groups

SKILL/CONCEPT: Students continue using language to promote growth in conversing.

SUGGESTED ACTIVITIES	NOTES

2. Sharing time - provide time occasionally for students to share ideas with others. Use an unusual seating arrangement, circle, semi-circle, sitting on the floor. Select themes at this level of sharing.

   a. My Best Friend
   b. An Exciting Moment
   c. Boy, Was I Scared!

   (Announce the theme the day before.)

3. Make transparencies from magazines (National Geographic, Travel, etc.) or vacation slides. While pictures are projected on screen, have students make comments.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 220
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Oral Communication Informal

Speaking

OBJECTIVE: To relate vicarious information through oral language

SKILL/CONCEPT: Students develop creative communication skills through speaking.

SUGGESTED ACTIVITIES	NOTES
1. Have students select an object from a "Story Box" (suggested objects: a stuffed animal, an umbrella, a hat, a lantern, a fishing pole and a football). The students tell a story about the selected object.	
2. Display an activity picture such as a picnic, a school scene, or the circus. Have the students tell a story about the picture.	
3. Have a mock election in the classroom. Have students be candidates and give campaign speeches about themselves. The students should include the following in their oral presentations. a. Their name b. Their age c. Something about their families d. Their likes and dislikes e. What makes them unique	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 221
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3 Oral Communication Informal

Speaking

OBJECTIVE: To give oral directions

SKILL/CONCEPT: Students express themselves verbally and in sequential order when giving directions aloud.

SUGGESTED ACTIVITIES	NOTES
1. Have one student give oral directions for one of the following while another student does the activity. a. Wrapping a package b. Remove coat, hat and mittens c. Walk to the pencil sharpener and sharpen a pencil 2. Assign a partner to each student. Have one student leave the classroom while the partner hides a specific object in the room. When the student returns, the partner describes the missing object and gives step-by-step directions on how to find it without giving the actual location. 3. Ask a student to choose some place or landmark in the community with which the group is familiar. Then ask the student to give directions for finding the place without actually naming it. The group must try to guess the place from the oral directions.	

Resources - For additional information and activities see:

1. RX Reading pp____	3. Creative Writing pp____	5. Basal Reading pp____	7. __________ pp____
2. Sound Off pp____	[✓ 4.] State L.A. Curriculum Guide pp 222	[✓ 6.] Language Basal pp ___	8. __________ pp____

Grade 3 Oral Communication Informal

Speaking

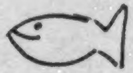
OBJECTIVE: To use descriptive vocabulary in speaking

SKILL/CONCEPT: Students develop oral communication by using descriptive words

SUGGESTED ACTIVITIES	NOTES
1. A student describes his/her pet. Other students draw pictures of the animal that is described.	

dog

rabbit



fish

2. Display several objects for the students to study. Call on one child to identify one of the objects by using descriptive words without naming the object. Have others in the group guess what is being described.

3. Students make decorative masks and sit in a circle with the masks on their faces. Group members then take turns describing each other's masks and guessing which one is being described.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 223
5. Basal Reading pp_____
⑥ Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Oral Communication Formal

Speaking

OBJECTIVE: To practice choral speaking

SKILL/CONCEPT: Students employ group voice projection, good tone qualities, correct phrasing, and enunciation through poetry.

SUGGESTED ACTIVITIES	NOTES
1. Students engage in rhymthic activities through songs and poetry. Catch a Little Rhyme by Eve Merriam Teaching with Rhythmic Activities by Smiley and Gilles	
2. Students participate in two part choral speaking. Question and answer poetry lends itself especially well for this type of choral speaking. Balance the voices in the two parts — soprano part and alto part. Favorite Poems, Old and New by Helen Ferris	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 224
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Oral Communication Formal

Speaking

OBJECTIVE: To provide experiences in choral speaking

SKILL/CONCEPT: Students employ group voice projection, good tone qualities, correct phrasing, and enunciation through poetry.

SUGGESTED ACTIVITIES	NOTES
3. Students are given an opportunity to speak one or more lines individually in a choral speaking experience. A unison beginning and ending creates the best effect. Time for Poetry by May Hill Arbuthnot Talking Time by Louise Binder Scott	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 225
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3

Written Communication

Reading

Word Recognition

OBJECTIVE: To recognize vowel digraphs in words

SKILL/CONCEPT: Students complete words with the correct vowel digraph, using the dictionary when checking for the correct spelling.

SUGGESTED ACTIVITIES	NOTES

1. Give students a list of incomplete words. Students are to complete the words with one of the two vowel digraphs. On another sheet of ten incomplete sentences, the students fill in the blanks with their new "vowel digraph" words. Students check the dictionary for the correct spelling and usage of these new words.

   b____t b____t (beat, boat) m____t (moat, meat)

2. Students select a library book from the reading corner. As they read the story, students identify or list words containing a vowel digraph. Students can list different vowel digraphs.

ai	ay

ea	oa

3. Students create their own domino game. First cut shapes to put pictures on. Students can draw pictures, cut pictures out of magazines or use picture stamps to make pieces. All pictures on dominoes should be words with vowel digraphs. Students can exchange games.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 226
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Word Recognition

Reading

OBJECTIVE: To recognize words containing short vowel sounds

SKILL/CONCEPT: Students identify the letters a, e, i, o, and u as vowels and the short sound of each vowel.

SUGGESTED ACTIVITIES	NOTES
1. On the chalkboard, write and say at, ed, it, og, and un. Students add a consonant or consonant blend to the beginning in order to form words with short vowel sounds.	
2. Concentration - Write short vowel words on cards, making two for each word. Students shuffle cards and place face down on table. First player turns over two cards. If they are the same words and are read correctly, the student keeps the two word cards. If not, it is the next player's turn.	
3. Students select comic strip from the Sunday paper. As the students read through each comic strip, they underline all words with short vowel sounds. Students make a list of these words and place on bulletin board for furthur study.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 227
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3

Written Communication
Reading

Word Recognition

OBJECTIVE: To read words containing diphthongs

SKILL/CONCEPT: Students identify a diphthong as two vowels blended together to make one sound the diphthong ow and ou as sometimes sounding the same.

SUGGESTED ACTIVITIES	NOTES
1. Write ow and ou diphthong words on task cards. Students must say the words. a. ow - cow, owl, powder, howl, towel, brown, crowd b. ou - cloud, scout, house, shout, mountain	
2. Display two clown faces on the bulletin board. Write the diphthong ou on one clown's hat and ow on the other clown's hat. Make construction paper ties for the students to write ou and ow words and place on the correct clown.	
3. Have students find ou and ow diphthong words in the newspaper. After the students have found five of each diphthong, have them write a creative story using the diphthong words. Finally, have each student read his or her story aloud.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp______ 452
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 228
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

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Grade 3 Written Communication Word Recognition
Reading

OBJECTIVE: To recognize synonyms

SKILL/CONCEPT: Students learn to match words that have the same or almost the same meaning.

SUGGESTED ACTIVITIES	NOTES
1. Trace ten PAC MEN. On each PAC MAN print one of the following words: big, near, fast, fix, ship, crawl, gift, easy, pretty, forest. Trace twn ghosts. On each ghost she prints the following words: large, close, quick, repair, boat, creep, present, simple, cute, woods. Direct the students to look at the word on the PAC MAN. Look at the word on the ghost. Find the word that means the same or almost the same. Have the PAC MAN eat the ghost. 2. Teacher writes words with similar meanings on the board. Direct the students to draw lines matching the two words. 3. Write some sentences on the chalkboard. The panda is a large animal. Use the thesaurus and find as many words as you can to substitute for the underlined words — such as huge, gigantic, tremendous, immense, etc.	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
4. State L.A. Curriculum Guide pp 229
5. Basal Reading pp____
6. Language Basal pp ___
7. ________ pp____
8. ________ pp____

Grade 3 Written Communication Word Recognition

Reading

OBJECTIVE: To recognize initial consonant digraphs

SKILL/CONCEPT: Students match the incomplete word with the correct beginning digraphs (sh-ch).

SUGGESTED ACTIVITIES	NOTES

1. Write these incomplete words on the board. Students read each incomplete word and choose the correct digraph to complete it. Then students write sentences using these words.

   sh or ch

   ______ imney ______are ______eese ______eckers

   ______ at ______ell ______irt ______alk

   ______elf ______ ade ______air

2. Students are directed to select a story from a child's magazine (Ebony Junior, Highlights, Humpty Dumpty, etc.). They are instructed to find sentences containing a word or words with the sh or ch sounds. Students underline digraphs and read sentences to the class.

3. Word Hunt

   Students search through different materials (textbooks, dictionaries, newspapers, magazines, telephone directory, etc.) looking for words containing the sh, ch sounds. Each week they graph the number of words found for each sound.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 230
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Word Recognition

Reading

OBJECTIVE: To recognize r-controlled sounds er, ir and ur

SKILL/CONCEPT: Students identify visually and auditorily the controlled sounds er, ir and ur in a given list of words checking the dictionary for definitions.

SUGGESTED ACTIVITIES	NOTES

1. Students use storybooks to locate words with er, ir and ur. Students categorize the words into their proper r-control group. These students locate other r-controlled words.

	WORDS	
er	ir	ur

2. Make a tape of several sentences containing words with the ir, er, or ur sounds. Students listen for these words and can either write the words on their papers or draw a picture of the word.

SENTENCES:

a. The girl went to the store.
b. The skirt was too long.
c. This plant is a beautiful fern.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 231
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3

Written Communication
Reading

Word Recognition

OBJECTIVE: To recognize r-controlled sounds er, ir and ur

SKILL/CONCEPT: Students identify visually and auditorily the r-controlled sounds er, ir and ur in a given list of words checking the dictionary for definitions.

SUGGESTED ACTIVITIES

NOTES

3. Students are given a list of incomplete words. They have to complete the words with er, ir and ur using the dictionary to verify the correct spelling and meaning. Students write riddles for other students to guess the word.

WORD LIST

f(ur)
h(er)d
sp(ur)
b(ir)d

f(er)n
g(ir)l
g(er)m
b(ur)n

d(ir)t
c(ur)l
sk(ir)t
p(ur)ple

RIDDLE:

I have wings.
I can fly.
I lay eggs.
What word am I?

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 232
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 3 Written Communication Word Recognition
Reading

OBJECTIVE: To employ structural analysis skills in decoding words

SKILL/CONCEPT: Students apply the rules of syllabication when sounding out multi-syllabic words.

SUGGESTED ACTIVITIES	NOTES

1. Direct the students to clap their hands for each syllable they hear in words you pronounce. After the students are able to do this successfully, see if they are able to tell how many syllables there are without clapping.

   earth
   mathematics
   president
   different
   foundation
   atmosphere
   subtract
   appear
   beach

2. Play a quiz game with the students concerning the number of syllables in words.

   a. Who in our class has the most syllables in his or her name?

   b. What month has the most syllables?

   c. What color can you think of that has the most syllables?

Resources - For additional information and activities see:
1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 233
5. Basal Reading pp____
6. Language Basal pp ___
7. ________ pp____
8. ________ pp____

Grade 3

Written Communication

Reading

Word Recognition

OBJECTIVE: To employ structural analysis skills in decoding words

SKILL/CONCEPT: Students apply the rules of syllabication when sounding out multi-syllabic words.

SUGGESTED ACTIVITIES	NOTES

3. Students cut out words of one syllable, two syllables, three syllables, etc. from the newspaper. Students paste the words on blank paper and write the correct number of syllables beside each one. Students use their dictionaries to check their answers.

NUMBER OF SYLLABLES			
One	Two	Three	Four

Students can make some generalizations such as each syllable has a vowel in it and where words are divided.

Resources - For additional information and activities see:

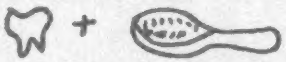
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 234
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Word Recognition

Reading

OBJECTIVE: To employ structural analysis skills to decode words

SKILL/CONCEPT: Students recognize that compound words are two words joined together to form one word.

SUGGESTED ACTIVITIES	NOTES
1. Provide objects such as: a dog, a house, a man and a tree. Let a student select two students select two objects from the box and hold them up. Select another student to name the objects. The student who names the objects take the next turn at pulling from the box. Make a list of compound words formed by the group. 2. Each student selects a compound word without letting the others know it. He/she illustrates it with two words joined to make up his/her word. After they are finished the students hold up their illustrations allowing the other students of the class to guess the compound word.  = Toothbrush 3. Each student selects a compound word without letting the others know it. The student then plays the game "charades." Each will take a turn. The student who guesses the compound word is the next player.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 235
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3

Written Communication

Reading

Comprehension

OBJECTIVE: To employ inferential skills in recognizing relationships

SKILL/CONCEPT: Students identify cause and effect relationships.

SUGGESTED ACTIVITIES	NOTES

1. Students match pairs of words with the cause-effect relationship.

Example:

CAUSE - EFFECT

ice	cold
rain	puddle
fire	heat

2. Write on the chalkboard pairs of of statements (one statement a cause and the other a result). Vary the order or sequence of cause and effect in the pairs. Students identify the cause and the effect.

Examples: a. I am very thirsty.
I am drinking a glass of water.

b. We are all wearing coats.
January is a very cold month.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 236
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Comprehension
Reading

OBJECTIVE: To employ inferential skills in recognizing relationships

SKILL/CONCEPT: Students identify cause and effect relationships.

SUGGESTED ACTIVITIES	NOTES
3. C & E Game Organize the class into two teams. Place in a pocket chart three or four sentences. On the chalkboard ledge, place two cards C - cause E - effect . A player from the first team goes to chalkboard and places the "C" card beside the cause statement and the player from the second team places the "E" card beside the effect statement. If both teams are correct, both teams receive one point. If one player makes an incorrect move, the other team gets the point if the next player can correct it. Alternate the order of each team so all players identify both cause and effect.	

Resources - For additional information and activities see:

① RX Reading pp____	3. Creative Writing pp____	⑤ Basal Reading pp____
2. Sound Off pp____	④ State L.A. Curriculum Guide pp 237	6. Language Basal pp ___

7. __________ pp____
8. __________ pp____

Grade 3

Written Communication
Reading

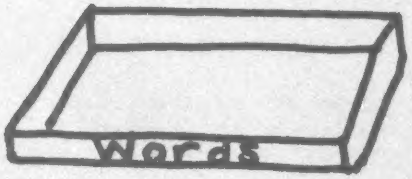
Comprehension

OBJECTIVE: To recognize word meaning

SKILL/CONCEPT: Students recognize antonyms (words that are opposites).

SUGGESTED ACTIVITIES

1. Students match words with opposite meanings. Words are chosen from stories which the students read and place in a box on the reading table.



over	under
up	down
hard	soft
alike	different

NOTES

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④. State L.A. Curriculum Guide pp 238
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3 Written Communication Comprehension
Reading

OBJECTIVE: To recognize word meaning

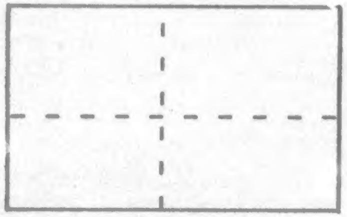
SKILL/CONCEPT: Students recognize antonyms (words that are opposites).

SUGGESTED ACTIVITIES	NOTES
2. Students need scissors, paste, crayons, and newsprint. The teacher has the students fold the newsprint two times. They should have four boxes. The teacher writes four words on the board.	

The teacher and the students read the words together. The teacher tells the students to write one word at the bottom of each box. Then, she has students look in the newspaper and find a picture or a word that is the opposite of that word in the box. The student cuts out the picture or word and pastes it in the box.

SUGGESTED WORDS:

hot fat white
wet long tall
big sad



3. Students select a story from the basal reader and make a list of words and their opposites. List can be shared with the entire class to construct a class list of opposites.

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 239
5. Basal Reading pp____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 3 Written Communication Comprehension

Reading

OBJECTIVE: To identify the sequence of events in a story

SKILL/CONCEPT: Students demonstrate ability to place words in sequential order.

SUGGESTED ACTIVITIES	NOTES
1. Students choose a cartoon in the newspaper, cut out each panel carefully, and put the pieces in an envelope. Each student trades envelopes with another student, and puts the cartoon back in correct order. The students then check each other to see if the sequencing was done correctly. (Number on back to make it self-checking.)	
2. Read a short story to the group. Write in sentence form on strips of tagboard the events of the story. Direct the students to arrange the sentences in the correct sequence. Have one student read the sentences orally.	
3. Write a story on tagboard and cut it into different parts. Distribute one story part to each student making sure that each student is unaware of the parts held by the other students. The student who thinks he/she holds the first part of the story reads it aloud. The other students follow as they think their parts fit into the story.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 240 6. Language Basal pp ___ 8. ___________ pp____

Grade 3 Written Communication Study Skills
Reading

OBJECTIVE: To employ the thesaurus as a reference source

SKILL/CONCEPT: Students employ the thesaurus as a reference aid for locating synonyms.

SUGGESTED ACTIVITIES	NOTES
1. Students look up the word "happy" (or any other word) in the thesaurus. Have them write five sentences of their own using synonyms for the word "happy." 2. Students use a thesaurus and write the entry word for various lists of given synonyms. Examples: a. immense, huge, gigantic, large (big) b. difficult, complicated, solid, stiff (hard) c. march, stride, stroll, hike (walk) 3. Students find synonyms in the thesaurus to use in constructing word relationships. happy is to glad as big is to large Many examples can be written by students using synonyms.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp______ 4. State L.A. Curriculum Guide 241 pp ____ 6. Language Basal pp ___ 8. ___________ pp____

Grade 3

Written Communication

Reading

Study Skills

OBJECTIVE: To apply reference skills

SKILL/CONCEPT: Students determine the pronunciation and the meaning of a word by using the dictionary and use picture captions for additional information about a word.

SUGGESTED ACTIVITIES	NOTES

1. Write a list of words down the left hand side of a file folder. Write the respellings of the words in a different sequence down the right hand side. Write the answers on the back and laminate. Direct students to use a grease pencil to draw lines from the words on the left side to the correct respellings on the right side.

2. Students use the dictionary to find words that have more than one meaning.

   trunk bowl box sheet ring bark strike bulb
   match top

   Then have the students write two sentences, each one illustrating a different meaning of the word.

   Write questions on the board. Students look up each underlined word and answer each question in a complete sentence.

   a. What is a ferocious dog?
   b. What is a pomegranate?
   c. What could you do with currency?

3. Students make food dictionaries using pictures and picture captions to provide information. Students may either draw their illustrations or cut out magazine pictures.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 242
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Grade 3 Written Communication Study Skills

Reading

OBJECTIVE: To apply reference skills

SKILL/CONCEPT: Students use alphabetical order and locational skills to find information in the dictionary.

SUGGESTED ACTIVITIES	NOTES
1. Provide dictionaries and a set of word cards. Shuffle the word cards and place them face down on a table. Turn one word card up. Each student tries to find the word on the card as quickly as possible in the dictionary.	
2. Prepare four index cards by writing A-D on one, E-L on another, M-R on a third, and S-Z on the last. Turn the cards over and write 1st, 2nd, 3rd, and 4th respectively. Provide word cards and dictionaries. Students locate each word in the dictionary and place that card on the stack that indicates where it is located in the dictionary. Direct them to check their answers by turning over the numbered index cards. A-D E-L M-R S-Z	
3. Students make personal dictionaries of unfamiliar words they encounter in their reading for a week. At the end of the week, entries will be written alphabetically on pages with guide words.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 243
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Study Skills

Reading

OBJECTIVE: To employ the dictionary as a reference aid

SKILL/CONCEPT: Students are able to alphabetize a list of words using the first three letters of word.

SUGGESTED ACTIVITIES	NOTES

1. Make word cards for some of the Harris-Jacobson words that begin with the same first two letters. Students put the words in alphabetical order and read them aloud.

   lad laid lamp laughter pack page paid path

2. Supply each student with a worksheet in the shape of a grocery bag. Write words that are to be alphabetized using the first three letters on the board. Students are to alphabetize their groceries and then draw a picture for each.

   cabbage celery cereal cheese cookies

   This activity can be used with consonant blends. The student thinks of five words that begin with the blend and put the completed words in alphabetical order.

   bl: black blew block blow blue

3. Develop several task cards with guide words at the top. Instruct students to find words from their basal that might go on this page in the dictionary.

   Shell - Smart

   Family - Fence

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. pp _____ Curriculum Guide 244
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp_____
8. ____________ pp_____

Grade 3 Written Communication Appreciation

Reading

OBJECTIVE: To demonstrate an appreciation of reading for pleasure

SKILL/CONCEPT: Students read during leisure time activity periods to improve in vocabulary and comprehension.

SUGGESTED ACTIVITIES

NOTES

1. Sharing books - students do projects to share the main ideas of books they have read for pleasure. They could make the following:

   a. Diorama
   b. Mobile
   c. Mural
   d. Book cover
   e. Jacket

2. Make mini-bulletin boards about favorite library books. Students use magazine picture or draw their own pictures to make a display for their favorite books. Include on your mini-bulletin board the title, author, key sentences and personal comments.

3. "Sell a Book"
   Students illustrate and display advertisements about favorite stories.
   a. Ad in the newspaper or magazine
   b. Radio announcement
   c. TV commercial
   d. Poster

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
[✓ 3. Creative Writing pp_____]
[✓ 4. State L.A. Curriculum Guide pp 245]
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 3 Written Communication Mechanics

Writing

OBJECTIVE: To employ correct punctuation

SKILL/CONCEPT: Students apply the correct usage of periods, question marks, and exclamation points.

SUGGESTED ACTIVITIES	NOTES
1. Cut out 12 brown construction paper burros. To each burro staple or glue a paper cup. Label three cups with periods. Label three cups with question marks. Label three cups with exclamation marks. Cut several 5cm x 8cm (2in. x 3in.) cards. Print a sentence on each card omitting the punctuation marks (., ?, !) at the end of the sentence. Include declarative, interrogative, and exclamation sentences. Possible sentences are: May I go with you Watch out The movie was scary Attach the sentence cards to popsicle sticks to form "signs." Place all the signs in the sentence cups. Students are directed to take a sign from the sentence cups. Decide which punctuation mark is needed at the end of each sentence and put it in the right punctuation cup.	
2. Students examine the punctuation marks on a page in their readers. Ask students to write examples of sentences that end with periods, questions marks, and exclamation marks. Have them discuss why those examples require these particular punctuation marks.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____

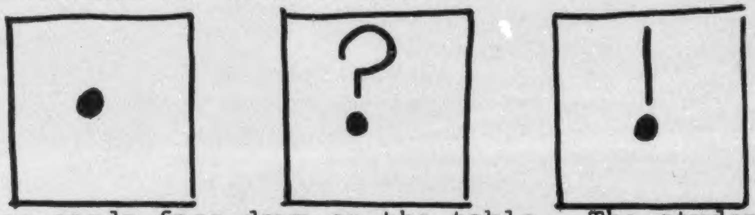
2. Sound Off pp_____ 4. State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. ___________ pp____

Grade 3 Written Communication Mechanics
Writing

OBJECTIVE: To employ correct punctuation

SKILL/CONCEPT: Students apply the correct usage of periods, question marks, and exclamation points.

SUGGESTED ACTIVITIES	NOTES
3. Make three large cards with a period, question mark, and exclamation mark on each.	



Place cards face down on the table. The student selects one and gives a sentence requiring that punctuation mark. Teacher writes the sentence on a sentence strip and places it under the correct punctuation mark. After students have given several sentences for each punctuation mark, have them write these sentences with the correct punctuation.

Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 247
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

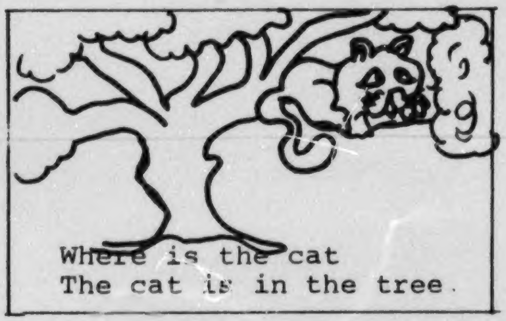
Grade 3 Written Communication Mechanics

Writing

OBJECTIVE: To employ correct punctuation marks

SKILL/CONCEPT: Students **use** the period, question mark, and comma in relation to quotation marks.

SUGGESTED ACTIVITIES	NOTES
1. Select pictures from magazines and mount on tagboard. Teacher writes a question and a declarative sentence under each picture, leaving out all punctuation marks. Sentences with correct punctuations can be written on the back for self-checking. Students selects several pictures and writes the sentences with the correct punctuation on his/her paper. He/she checks his/her own work.	


Where is the cat
The cat is in the tree

FRONT

Where is the cat?
The cat is in the tree.

Resources - For additional information and activities see:

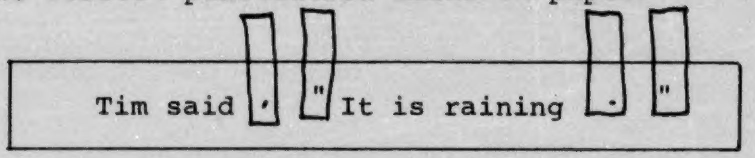
1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide 248 pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 3 Written Communication Mechanics

Writing

OBJECTIVE: To employ correct punctuation marks

SKILL/CONCEPT: Students use the period, question mark, comma, and quotation marks.

SUGGESTED ACTIVITIES	NOTES
2. Use markers to make punctuation marks on clothespins. Number the clothespins on back for self-checking. Write sentences on sentence strips or tagboard that require quotation marks. Students place the quotation marks where needed and check answers. The sentences can be copied with the correct punctuation marks on paper.	
 Tim said , " It is raining . "	
3. Write sentences on the board. Tell students to copy them on the paper. Remind them to begin each quotation with a capital letter and to put a period or a question mark before the last quotation mark. a. Mr. John said, "Why are you late?" b. Mr. Grady said, "Why did you do that?"	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 249
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Mechanics
Writing

OBJECTIVE: To practice cursive writing

SKILL/CONCEPT: Students gain practice in cursive writing through various activities.

SUGGESTED ACTIVITIES	NOTES

1. Prepare activity sheets with a code using letters written in cursive.

CODE

a - 11
b - 3
c - 19
d - 13
e - 6
f - 9
g - 25
h - 15
i - 20
j - 10
k - 1
l - 12
m - 4
n - 16
o - 5
p - 24
g - 17
r - 26
s - 2
t - 21
u - 8
v - 22
w - 7
y - 23
z - 18

The activity sheet contains questions relating to a specific topic. Students break the code to answer the questions. Students write answers in cursive connecting those letters needed to break the code. Students are instructed to pay special attention to handwriting. Students can check work by comparing answers on an answer card.

Some suggested questions:

VEGETABLES

a. What is used to season food? Answer: 2, 11, 12, 1

b. What vegetables grow in pads? Answer: 24, 6, 11, 2

c. What is red and grows underground?
Answer: 26, 11, 13, 20, 2, 5

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 250
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Mechanics
Writing

OBJECTIVE: To practice cursive writing

SKILL/CONCEPT: Students gain practice in cursive writing through various activities.

SUGGESTED ACTIVITIES	NOTES

2. Provide students with different activity cards that help them practice cursive letter formation.

> Activity Card: Connecting Stroke
>
> Practice making these letter combinations on your own paper and use them in other words.
>
> oil our veal write
> brown be will

3. Students select their favorite song and write it in their best cursive script. Copies can be made into a song book for the entire class.

Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 251
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 3

Written Communication

Writing

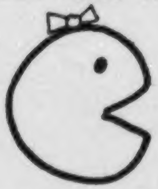
Language Structure

OBJECTIVE: To apply skills in structural analysis

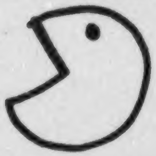
SKILL/CONCEPT: Students change singular words to plural forms.

SUGGESTED ACTIVITIES	NOTES
1. Trace 20 PAC MAN patterns.	

Ms. PAC MAN



Mr. PAC MAN



On each Mr. PAC MAN write one of the following words:

puppy try cry copy cherry pansy berry fly

On each Ms. PAC MAN write one of the following words:

puppies tries cries copies cherries pansies berries flies

Have the students match Mr. PAC MAN (singular words) to Ms. PAC MAN (plural words).

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____

[✓ 4.] State L.A. pp _____ Curriculum Guide 252

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ___________ pp____
8. ___________ pp____

OBJECTIVE: To apply skills in structural analysis

SKILL/CONCEPT: Students change singular words to plural forms.

SUGGESTED ACTIVITIES	NOTES

2. Write these words on the board in two columns. Have the students match the singular form to the plural form by drawing a line from the singular form to the plural form.

Match the singular with its plural form

insect	machines
knife	spiders
mystery	puppies
spider	knives
machine	insects
puppy	mysteries

3. Give students an activity with only the singular forms. Have students write the plural form next to each word.

number ____________
knife ____________
man ____________
child ____________

trunk ____________
story ____________
animal ____________
tree ____________

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____ 253
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 3

Written Communication

Writing

Language Structure

OBJECTIVE: To identify specific parts of speech

SKILL/CONCEPT: Students identify nouns, adjectives, verbs, and adverbs to strengthen their understanding of sentence structure.

SUGGESTED ACTIVITIES

NOTES

1. Students are given a story with several words missing. They are to supply the descriptive words in the story. Stories can be read aloud to class to see the variety of responses. Students make a list of all the adjectives used in the class.

Jean is a ____________ girl who
wears __________ clothing and
has __________ hair. She keeps
her room __________ and she is
always __________ to her brother.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____ 254
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Language Structure
Writing

OBJECTIVE: To identify specific parts of speech

SKILL/CONCEPT: Students identify nouns, adjectives, verbs, and adverbs to strengthen their understanding of sentence structure.

SUGGESTED ACTIVITIES | NOTES

2. Read sentences aloud to students. Pause where a verb should be. Solicit responses from the students. List the different words supplied by the students.

Joe ___________ the ball.

bounced
lost
hit
dribbled
caught

3. Write a list of adverbs on the board. Students write the adverbs and whether they indicate when, where, or how. Students can also cut out magazine pictures or make drawings that show action. Students then write paragraphs about the pictures by using adverbs that tell how, when, and where. Display completed compositions and accompanying pictures.

Quickly (how)
First (when)
Here (where)

Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 255
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3

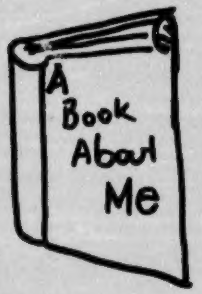
Written Communication Composition

Writing

OBJECTIVE: To employ a variety of writing modalities

SKILL/CONCEPT: Students write letters, diaries, logs and autobiographies.

SUGGESTED ACTIVITIES	NOTES
1. Students write friendly letters and exchange them with classmates. In the letters, they tell things that happen to them and their families. Extend this activity by initiating pen pals with other students in different schools and cities.	
2. Students begin writing a classroom diary. Encourage students to write individual diaries. Some may choose to write logs. They can record what has happened each day.	
3. Students write autobiographies and bind in their own special books. Appropriate titles are listed below.	



ALL About Me

MY NAME IS Jane

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
③ Creative Writing pp_____
④ State L.A. Curriculum Guide pp 256
5. Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 3

Written Communication

Writing

Composition

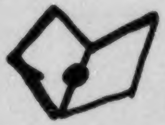
OBJECTIVE: To write prose and poetry

SKILL/CONCEPT: Students compose stories and poems.

SUGGESTED ACTIVITIES

NOTES

1. Drop tempera paint in the crease of a sheet of art paper.



Fold over and create a "blot" design. Open art paper and let the paint dry. Encourage students to add parts to their pictures. Students are then instructed to give the picture a title and to write a story about the picture. Collect and combine in a class book. Place in the library corner.

2. Read Un-Frog-Gettable Riddles by Joanne E. Bernstein and Paul Cohen

There are many riddle books students will enjoy. Direct them to write some of their own riddles to stump classmates.

3. Blank books

Give students books with a title on the cover but blank pages inside. Instruct students to write in the blank sheets and illustrate their story.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
③ Creative Writing pp_____
④ State L.A. Curriculum Guide pp 257
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3

Written Communication
Writing

Composition

OBJECTIVE: To write prose and poetry

SKILL/CONCEPT: Students write stories and construct their own books.

SUGGESTED ACTIVITIES	NOTES
1. Organize a file of pictures from old books, magazines, calendars and posters to stimulate and inspire students to write. Begin with an oral discussion about several "story starters" before launching students into writing stories. 2. Shape Books Shape books provide themes and ideas for students to begin writing. Talk about the shape with the class before writing and then encourage all students to write about different things. 3. Students are asked to pick an object from a bag. First, they feel the object, describe it without looking at the object. Then, they remove the object and tell more about it. After talking about the object, students are directed to write corresponding poems. brush book fork small toys sunglasses pencil	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 258
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 3 Written Communication Composition
Writing

OBJECTIVE: To write interpretive prose

SKILL/CONCEPT: Students write comic strips and stories.

SUGGESTED ACTIVITIES	NOTES
1. Students select a comic strip from the newspaper and cut out the written script. Each student writes his/her own ideas as to what the characters are saying in each frame.	
2. Mount pictures from a story taken out of an old reader. Number pictures in proper sequence. Instruct students to write a story telling about the story situation. Several students can use the same sets of pictures and share stories with the class.	
3. Show students an unfamiliar filmstrip. Read the script telling the story up to the last few frames. Turn off projector and have students write an ending to the story. Endings can be shared with the entire class.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp 259
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Students gain experience in practicing all tools of the language arts ... listening, speaking, reading and writing.

Grade 4

Learner Outcomes

GRADE 4

AFFECTIVE:

- Develops a positive self-concept
- Exhibits self-discipline
- Accepts responsibility
- Accepts consequences for behavior and learning
- Respects the rights of others
- Takes pride in work
- Works well independently and in groups
- Enjoys communicating
- Enjoys learning
- Desires maximum achievement
- Appreciates literature

COGNITIVE:

- Strengthens ability to communicate effectively
- Listens to recall, infer and react critically
- Transforms listening experiences into other forms of expression
- Incorporates creative expression in speaking, reading and writing
- Uses conventional grammar in formal and informal speaking and writing
- Reads basals appropriate to level
- Masters Harris-Jacobson list appropriate to level
- Uses utility words
- Comprehends literally, inferentially and critically
- Uses flexible reading rates for a variety of purposes
- Evaluates what is read
- Reads independently for pleasure and information
- Develops inferential and critical thinking skills
- Organizes information
- Utilizes study skills
- Proofreads and edits written materials
- Applies knowledge of capitalization, punctuation and grammar in written expression
- Writes logical and coherent paragraphs
- Utilizes narrative and expository modes in writing
- Utilizes descriptive writing techniques
- Recognizes various techniques and elements of literary styles
- Expands listening, speaking, reading

PSYCHOMOTOR:

- Refines cursive writing skills and emphasizes the mechanics of good writing
- Writes with uniformity of letter size, spacing, alignment and slant
- Uses body language for dramatization
- Uses a appropriate posture and gestures for formal speaking

GRADE 4

Scope and Sequence

LISTENING

Auditory Perception

Distinguishes sounds

- environmental
- consonants (initial, medial, final, blends and diagraphs
- vowels (short, long and r-controlled

Distinguishes sounds in language patterns

- rhyming
- intonation
- pitch

Distinguishes word endings

- ed, es, s
- rhyming elements

Follows oral directions

SPEAKING

Language Structure

Pronounces words correctly

Uses conventional grammar patterns

READING

Word Recognition

Uses context clues

- meaning and syntax

Uses phonetic clues

- consonant(final, medial, blends and digraphs)
- vowels, digraphs, diphthongs and r-controlled
- variant letter sounds (vowel and consonants)

Uses structual analysis clues

- root words, prefixes and suffixes
- endings (changes in sound and spelling
- contractions
- compounds
- syllabication
- accent

Recognizes sight and utility words

WRITING

Mechanics

Writes in cursive

- uniform spacing between letters and words

Retains ability to write in manuscript

Corrects his/her own errors

Maintains margins, spacing, headings

Analyzes writing and improves written work

Uses appropriate punctuation in writing

GRADE 4

LISTENING

Comprehension

Understands vocabulary words, phrases, and sentences

Responds to multiple step directions

Obtains answers to questions

Grasps ideas

- main idea
- details
- sequence
- relationships
- cause-effect (size, place, time, analogous)
- story (problem and solution

SPEAKING

Informal

Uses expressive language

- sentences
- storytelling, dramatization, and role-playing
- conversation
- personal experiences
- giving directions

Formal

Uses appropriate language

- literary selections (poems, stories, and plays)
- choral speaking
- discussion
- reports
- social courtesies

READING

Comprehension

Interprets words, phrases and sentences

- context-pronoun reference, word meaning, figures of speech, idioms and unfamiliar words

Interprets paragraphs and selections

- details
- main idea
- relationships (sequential, cause-effect, size, place time and analogous

WRITING

Language Structure

Labels pictures and writes captions for cartoons and bulletin boards

Uses capital letters in names, topics, key words, etc., beginning of sentence

Uses contractions

Uses forms of verbs, adjectives, adverbs

- nouns (common and proper
- plural and possessive nouns
- action and linking verbs
- noun marker
- tenses of verbs
- adjectives
- adverbs
- pronouns

Recognizes sentences, statements, questions, exclamations, and commands

GRADE 4

LISTENING

Makes judgments

- realism and fantasy, character traits (feelings, actions and motives)

Draws conclusions

SPEAKING

Practices appropriate speech decorum

- enunciation
- organized ideas
- eye contact with audience
- supporting details

Demonstrates oral reading ability

READING

Identifies story elements

- character traits
- setting
- story problem and solution

Study Skills

Uses location skills

- table of contents, alphabetical order, index (key words, main topic, subtopic, cross-reference), footnotes, graphics(maps, graphs, charts, tables, schedules) and diagrams

Uses reference materials

- dictionaries, glossary (guide words, entry, entry word, definitions, picture, root word, inflected forms, pronunciation and spelling
- encyclopedia (key words, volume, guide words, entry word, entry) and special purpose
- card catalog - drawer card (author, title, subject, cross-reference)

WRITING

Uses correct verb agreement

Composition

Writes sentences, paragraphs and original stories

Recognizes different modes of written expression: stories, plays, poetry, letters, biographies

Presents ideas in an organized manner - sequence, cause-effect, logical relationships

Chooses precise words

Expresses himself in varied ways - jokes, riddles, figures of speech

Writes about experiences and feelings

GRADE 4

LISTENING	SPEAKING	READING	WRITING
		Organizes information - classifies - summarizes - outlines	Makes signs, labels, graphs, charts, maps Writes reports, takes notes, keep records
		Adjusts rate according to purpose and content (reads, skims, and previews)	Prepares simple outlines, main idea, details
Appreciation		Appreciation	Enjoys stories and poems written by others
Enjoys various types of literature - folk or fairy tales - stories - plays - poems - tall tales - fables - autobiography - biography		Enjoys various types of literature - autobiography - biography - folk or fairy tales - plays - poems - stories - tall tales - fables	Writes stories and poems
Appreciates dialects and colloquial expressions		Appreciates techniques and elements of style - exaggeration - figurative and idiomatic language - flashback - personification - point of view	

Grade 4 Oral Communication Auditory Perception

Listening

OBJECTIVE: To practice listening for a specific purpose.

SKILL/CONCEPT: Students learn to listen carefully when they are directed to listen for a specific purpose.

SUGGESTED ACTIVITIES	NOTES
1. Read poetry or a story to the class. Students close their eyes to gain sensory impressions from what they hear. Studetns can learn to "see" pictures, smell scents, and feel textures as they listen creatively. These sensory images can be recorded through such art media as: a. a painting b. a crayon drawing or relief abstracts c. a collage 2. Play a musical selection. Direct students to paint a picture showing how the music made them feel. Movements of paint brushes should be done while students listen to the musical selection. Students also listen to musical selections to identify different kinds of musical instruments, repeating melodies and high and low tones.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
266
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To practice listening for a specific purpose

SKILL/CONCEPT: Students learn to listen carefully when they are directed to listen for a specific purpose.

SUGGESTED ACTIVITIES	NOTES
3. Say five words or numbers in a specific sequence. Direct students to record the sequence of the words or numbers. Students are also given the opportunity to give a list of words or numbers for the class to record. They may select words that are related or unrelated or select numbers that are related or unrelated. a. related - man, boy, lady, girl, baby b. related - 8, 16, 24, 32, 40 c. unrelated - wig, lamp, book, car, run d. unrelated - 7, 41, 53, 18, 2	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
6. Language Basal pp _____
7. __________ pp_____
8. __________ pp_____

Grade 4

Oral Communication Comprehension

Listening

OBJECTIVE: To practice using comparison and contrast

SKILL/CONCEPT: Students listen to identify common elements in a group of objects, musical selections and biographical sketches.

SUGGESTED ACTIVITIES	NOTES
1. Tell the class that they are taking a trip and the items that are being packed all have some quality in common (either in sound or meaning). Students must guess the relationship of the items. a. button, rabbit, balloon (double consonants) b. comb, mouth, saw (have teeth) c. toothbrush, snowman, baseball (compound words) d. needle, baby, potato (have eyes) 2. Play several records or tapes representing music from different countries. Students must associate the music with the countries. 3. Read a short biographical sketch about a famous person, such as Dr. Martin Luther King, Wilma Rudolph, or Prince Charles. Then display a picture of that person. Have the students give their own biographical sketches of the famous person they know or admire.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp _____ 268
7. ____________ pp_____
8. ____________ pp_____

Grade 4

Oral Communication Comprehension
Listening

OBJECTIVE: To follow directions

SKILL/CONCEPT: Students listen closely to directional terms in order to find a certain place.

SUGGESTED ACTIVITIES	NOTES
1. Students play the game "Taxi." One student is the driver and another student is the passenger. The passenger gives the driver directions to a place in the community. The driver must listen to the directional terms (names of landmarks, place names, left and right, north, south, east, west, etc.) and then name the destination of the passenger.	
2. Students draw a map of the school. They include all the important landmarks such as the cafeteria, principal's office, classrooms, library, etc. Then the students work in pairs, taking turns directing each other from one place to another on the map.	
3. Have students label a map of the community accurately by following precise oral directions. Students will be given a general outline map of the community and will label it according to oral directions given on a tape. This activity works well in a listening center.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____ 269
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4

Oral Communication Comprehension
Listening

OBJECTIVE: To practice listening for a specific purpose

SKILL/CONCEPT: Students listen to determine the main idea, answer questions, and draw conclusions.

SUGGESTED ACTIVITIES	NOTES
1. Set up a listening center in the classroom with five or six earphones for a small group. The group listens to a short story and must tell the main idea, the setting, and the names of all characters.	
2. Students are instructed to put "thumbs up" if the sentence they hear is a "how" sentence. The first student with "thumbs up" chooses someone to tell the word or phrase that answers the question "how?" a. Henry reads very well. b. The dog barked loudly. c. A turtle crawls slowly. d. The merry-go-round goes round and round.	
3. Say to the class, "As I came in this morning, I saw a student use the sidewalk while two others cut across the corner of the yard. This is someone with brown eyes and a friendly smile. Guess who." This activity can be used to draw conclusions and thereby point out desirable behaviors of students.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp_____ 270
7. __________ pp_____
8. __________ pp_____

Grade 4

Oral Communication

Listening

Comprehension

OBJECTIVE: To identify setting as a story element

SKILL/CONCEPT: Students identify and discuss the setting of a story or paragraph

SUGGESTED ACTIVITIES	NOTES
1. Read an appropriate selection in order for students to draw a picture of the setting and discuss the pictures and the story setting.	
2. Read a short story with a descriptive setting. Students discuss how the setting makes them feel. Have the students describe other settings that make them feel similar emotions. Examples: a. Some of the Days of Everett Anderson by Lucille Clifton b. Casey at the Bat by Ernest Thayer c. I Am the Running Girl by Arnold Adolf d. Bringing the Rain to Kapiti Plain by Verna Aardema	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp______

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp ____

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___ 271

7. ___________ pp____

8. ___________ pp____

Grade 4

Oral Communication

Listening

Comprehension

OBJECTIVE: To identify setting as a story element

SKILL/CONCEPT: Students identify and discuss the setting of a story or paragraph and its effect on a story.

SUGGESTED ACTIVITIES	NOTES
3. Read aloud to the class or small group a short story that has two or more settings. Students describe the various settings in the story and what happened in each. Read the story again, changing the words and phrases that describe the setting. Students compare the two versions and discuss the effect of settings on the story. Examples: a. A Visit to William Blake's Inn by Nancy Willard b. City Sandwich by Frank Asch c. Daydreamers by Eloise Greenfield	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp ____

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp____

8. __________ pp____

Grade 4 Oral Communication Comprehension

Listening

OBJECTIVE: To employ critical listening skills

SKILL/CONCEPT: Students develop critical listening skills by critiquing news telecasts, broadcasts and materials read to them.

SUGGESTED ACTIVITIES	NOTES
1. Students collect various news items that will be of interest to classmates. Students then take turns giving a news broadcast. The listeners critique each newscast. 2. Students participate in panel discussion on a topic of mutual interest. Some students are members of the panel while others listen. The panel makes its presentation and is evaluated by the listening students. 3. Students listen to instrumental music and describe their enjoyment or lack of enjoyment of the music.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ___ 8. __________ pp____

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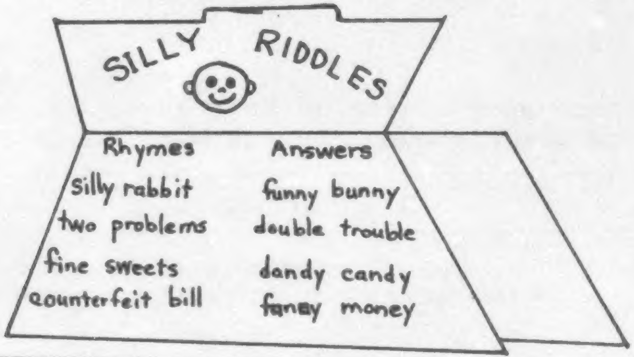
Grade 4

Oral Communication Appreciation
Listening

OBJECTIVE: To apply interpretive listening skills

SKILL/CONCEPT: Students listen for rhyme to refine auditory ability and to appreciate language.

SUGGESTED ACTIVITIES	NOTES
1. Read short rhymes. Students are directed to identify the rhyming pattern. Also read "The Sea" by Proctor, "The Owl and the Pussy Cat" by Edward Lear and "It Is a Beauteous Evening" by William Wordsworth. The students are directed to identify the mood of the poems and the rhyming patterns.	
2. Write clues in a file folder and see if students can answer silly riddles. Riddles are two words, the first word is an adjective, the second word is a noun. pleasant rodents = nice mice Students can make up some silly riddles and present them to the class. Collect these riddles and place in file folder.	



Rhymes	Answers
silly rabbit	funny bunny
two problems	double trouble
fine sweets	dandy candy
counterfeit bill	fancy money

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide 274 pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4

Oral Communication Appreciation
Listening

OBJECTIVE: To apply interpretive listening skills

SKILL/CONCEPT: Students listen for rhyme and mood in order to appreciate language.

SUGGESTED ACTIVITIES	NOTES
3. Students make up two line rhymes. One student gives the first line and the other student writes a second line that rhymes with it. Examples: a. The boy got into the boat, ____________________ b. The dog ran after the cat, ____________________ c. A man went walking down the lane, ____________________ d. Our baby is little and fat, ____________________	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____ 275
[✓ 5.] Basal Reading pp_____
[✓ 6] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 4 Oral Communication Informal

Speaking

OBJECTIVE: To give impromptu speeches

SKILL/CONCEPT: Students organize thoughts on a specific topic and present to the class.

SUGGESTED ACTIVITIES	NOTES
1. Give students a topic such as historical personages. The student has one minute to organize a report and give a talk to the class about this person. 2. Arrange a peek box (with a number of items inside) on table next to tape recorder. Students pick objects from the box and tell stories about the object using the tape recorder. When finished tape can be played to the class. 3. Each student uses a variety of materials to create a collage. The collage represents something that can be easily described. Display collages around the room, without names. Each student comes before the class and describes his or her collage so that others will know what it is.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 276
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication Informal

Speaking

OBJECTIVE: To use oral communication skills

SKILL/CONCEPT: Students develop oral communication skills by interpreting poetry, humorous and dramatic excerpts, retelling stories, jokes, and riddles.

SUGGESTED ACTIVITIES	NOTES
1. Read a selected poem to the class and explain the directions for choral reading. After practicing, students are to tape their reading and play it back for presentation to another class. 2. Students write a three or four sentence condensed description of a familiar story, fairy tale, rhyme, telling events but using no titles. Each child reads his or her condensed story and calls on someone to guess who it is about. Example: There was a house in the woods. A little golden haired girl came in and ate porridge from the bowls on the table. The owners of the house were upset when they returned. 3. Students select humorous or dramatic excerpts, jokes and riddles, on their own for oral presentation to class. a. A Light in the Attic by Shel Silverstein b. Where the Sidewalk Ends by Shel Silverstein c. Eat Poems by Arnold Adolf d. Humorous Poetry for Children by William Cole	

Resources - For additional information and activities see:

① RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp 277

⑤ Basal Reading pp_____

⑥ Language Basal pp ___

7. __________ pp____

8. __________ pp____

Grade 4

Oral Communication Informal

Speaking

OBJECTIVE: To practice oral presentations

SKILL/CONCEPT: Students organize thoughts in order to describe, debate or evaluate effectively.

SUGGESTED ACTIVITIES	NOTES
1. Student describes an experience that happened on the way to school or on the way home. He/she will maintain eye contact and speak in a clear voice. Examples: a. Adults going to work b. Community helpers on the job: postman, bus driver, construction worker, milkman, policeman c. Children going to school d. Small animals in the neighborhood: dogs, cats, squirrels, birds	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 278
5. Basal Reading pp_____
⑥ Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4

Oral Communication

Speaking

Informal

OBJECTIVE: To practice making oral presentations

SKILL/CONCEPT: Students organize thoughts in order to converse effectively.

SUGGESTED ACTIVITIES	NOTES
2. Students react to an experience presented by the teacher. Students gain experience as a speaker and a "good" listener. Encourage students to ask questions after the student relates his/her experience. Examples: a. My most frustrating day last week . . . . b. A nice thing that happened to me . . . . c. My favorite present	
3. Students debate the pros and cons of a current issue. Each student must take a definite position and present objective as well as subjective reasons for the position. ISSUES: a. Public transportation b. Litter in public places c. Neighborhood beautification	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 279
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication

Speaking

Informal

OBJECTIVE: To demonstrate skills in creative dramatics

SKILL/CONCEPT: Students express themselves by using gestures, intonation, pantomime, facial expressions and puppetry.

SUGGESTED ACTIVITIES	NOTES
1. Provide two groups of cards, one which lists feelings (anger, joy, disappointment, curiosity) and a second group which lists parts of the body (hand and feet, face only, body only, face and body). Students select two cards at a time to act out feelings. Members of the class verbalize the pantomime feelings.	
2. Explain construction of puppets from paper bags, cloth or styrofoam. Begin by having the students dramatize the action suggested by a paragraph. Example: a. A lion paced slowly back and forth in his cave. b. Suddenly, he stopped and listened. c. He sniffed the air. d. Then he gave a low growl and lay down on the floor of his cave.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp_____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 280 6. Language Basal pp ___ 8. ___________ pp_____

Grade 4

Oral Communication

Speaking

Informal

OBJECTIVE: To demonstrate skills in creative dramatics

SKILL/CONCEPT: Students express themselves by using gestures, intonation, pantomime, facial expressions and puppetry.

SUGGESTED ACTIVITIES	NOTES
3. Give students a copy of a story or poem. Students take turns expressing dramatically what they have read or heard.	

Example:

THE REASON FOR THE PELICAN

The reason for the pelican
Is difficult to see;
His beak is clearly larger
Than there's any need to be.
It's not to bail a boat with
He doesn't own a boat.
Yet everywhere he takes himself
He has that beak to tote.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 281
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication Informal

Speaking

OBJECTIVE: To demonstrate an appreciation for dialectical differences

SKILL/CONCEPT: Students recognize and appreciate dialectical differences such as Southern, Cajun, Black, Irish.

SUGGESTED ACTIVITIES	NOTES
1. Introduce works for choral speaking. Students can appreciate and enjoy reading aloud The Night Before Christmas by Moore and the Cajun version by Trosclair. 2. Rewrite and dramatize a well-known story in a different dialect from which it was originally written. Examples: a. Little Red Riding Hood b. Cinderella c. Johnny Appleseed 3. Students become involved in research projects to find and collect poems written in different dialects. Students share these poems with other members of the class.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 282 6. Language Basal pp ___ 8. ___________ pp____

Grade 4

Oral Communication   Informal

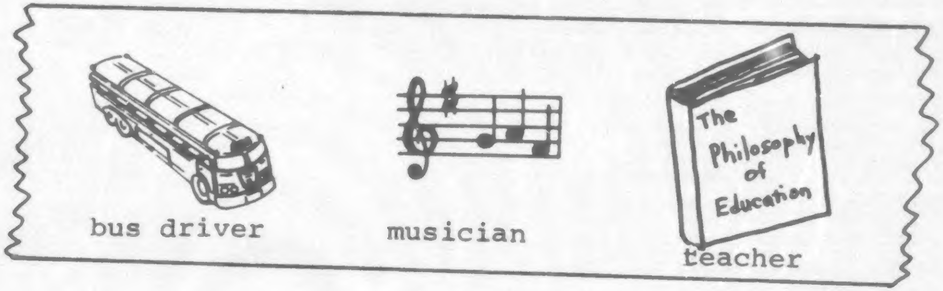
Speaking

OBJECTIVE: To employ oral expression in conversation and discussion

SKILL/CONCEPT: Students express themselves through oral communication.

SUGGESTED ACTIVITIES	NOTES
1. Plan a "Career Awareness Day" for the class and display a career information banner which represents various career topics. Students may help make the banner either by freehand drawing or using pictures from catalogs and magazines. Community people who represent various career possibilities are invited to visit the class to speak or answer questions.	

BANNER:



esources - For additional information and activities see:

. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp_____

Sound Off pp_____ ④ State L.A. Curriculum Guide pp 283 ⑥ Language Basal pp ___ 8. __________ pp_____

Grade 4

Oral Communication Informal
Speaking

OBJECTIVE: To employ oral expression in conversation and discussion

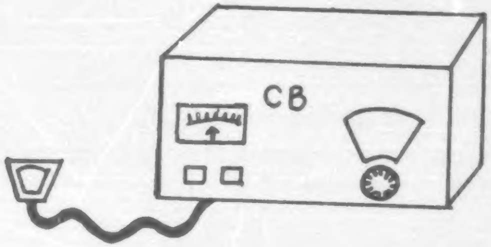
SKILL/CONCEPT: Students express themselves through oral communication.

SUGGESTED ACTIVITIES

NOTES

2. Students choose a vacation spot for a "pretend" visit. They pack a travel bag of items to take on the trip. Students take partners telling where they plan to go and unpack their suitcase to explain what they have brought for the journey. Students may actually dress for their imaginary trips, i.e., wear western clothes for a trip to the West, wear camping clothes for camping trip.

3. Students make a citizen's band (CB) radio from a shoebox. Students then select their own radio call letters and broadcasting names (handles). The students talk to each other using their home-made CB's.



Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide 284 pp ____
5. Basal Reading pp_____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication Formal

Speaking

OBJECTIVE: To converse effectively and convincingly

SKILL/CONCEPT: Students learn to receive communications from others, express ideas, use language easily and appropriately, and select the appropriate response with confidence.

SUGGESTED ACTIVITIES

NOTES

1. Encourage students to demonstrate good table manners in a role-playing situation by using phrases such as:
   a. May I have the . . . . .
   b. Please pass the . . . . .

2. Divide class into small groups and give out strips of paper with famous fictional and nonfictional characters. Each student receives a character and tells something about the character. Reshuffle strips. Each student in group picks again and must tell what he/she remembers the first student said about the character he/she picked.

3. Each student takes a partner and interviews him/her finding out where he/she lives, his or her ambitions, hobbies, etc. The student then introduces the person to the class in two or three sentences.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 285
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication Formal

Speaking

OBJECTIVE: To relate oral presentations of poetry to other forms of expression

SKILL/CONCEPT: Students interpret poetry through singing, rhythms, and dramatization.

SUGGESTED ACTIVITIES	NOTES
1. Lead a discussion about the relationship between speaking and singing. Inform students that much of the poetry of earlier times was sung rather than said. Students then make up tunes for familiar poems. a. "The Purple Cow" by Gelett Burgess b. "Good Hum" by A.A. Milne c. "Merry-Go-Round" by Dorothy Baruch	
2. Direct students to respond to a poem with rhythmic movements. Parts of the class presents the selection in chorus while others interpret the poem rhythmically. a. "Shadow Dance" by Ivy O. Eastwick b. "Upside Down" by Rose Burgunder c. "Check" by James Stephens	
3. Students dramatize narrative poetry which has strong story lines in which the action changes frequently. a. "The Pied Piper of Hamelin" by Robert Browning b. "Get Up and Bar the Door" (ballad) c. "Antonio" by Laura E. Richards	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 286
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Oral Communication Formal

Speaking

OBJECTIVE: To conduct an interview

SKILL/CONCEPT: Students speak intelligently to others, listen, and question effectively.

SUGGESTED ACTIVITIES	NOTES
1. Discuss elements of good speech such as: good beginnings and endings, speaking with expression, speaking in the appropriate tone and looking at the audience. Students are made aware that "you know," "uh," and "well " detract from speakers the effectiveness of a speech. The class then views speakers on TV (talk shows, interviews and game shows) and discusses speech effectiveness. Students are directed to work in pairs (interviewer and interviewee). Topics may include hobbies, family, etc. 2. Students interview parents, relatives and neighbors. Students report interviews to class using eye contact, proper posture and voice control. Possible topics include "What did you do for entertainment before TV?" "How is life better now than it was when you were young?" Children take notes or tape interviews. 3. Students choose several news stories and feature articles on a relevant topic. After the class members study the stories, the students hold a "Meet the Press" interview. Several students can be the "authorities" on the subject. They are interviewed by "reporters" (students asking them questions). The teacher or another student may play the role of moderator.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

Grade 4

Written Communication

Reading

Word Recognition

OBJECTIVE: To analyze vocabulary

SKILL/CONCEPT: Students identify and use synonyms, antonyms, and homonyms in context to strengthen vocabulary.

SUGGESTED ACTIVITIES	NOTES

1. Students list pairs of antonyms and write sentences using each pair in the same sentence.
   a. The excited child ran to his calm mother.
   b. The huge truck passed a tiny car.

2. Discuss synonyms for common verbs. List synonyms on the chalkboard. Have the students dramatize the described action — Susan walked to school. Students may list strolled, skipped, marched, ran, etc. The student who suggests a word is the one to dramatize it.

3. Make a list of words and have the students write a synonym, antonym and if possible homonym for each of these words.

WORD	Synonym	Antonym	Homonym
above	over	below	
ate	consumed	fasted	eight
buy	purchase	sell	by, bye

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 288
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 4

Written Communication
Reading

Word Recognition

OBJECTIVE: To use structural analysis skills to decode words

SKILL/CONCEPT: Students become familiar with the meanings of affixes to decode words.

SUGGESTED ACTIVITIES	NOTES

1. Write words on the chalkboard and have students name the base in each word. Let students identify the prefixes. Discuss the changes in meaning when the prefixes or suffixes are added.

Example:

PREFIXES	SUFFIXES
predict, invisible, disagree, unknown, superhuman	terribly, sweetly, lifeless, excitement, action

2. Students find words with prefixes and suffixes in the basal reader. They write and underline the affix and compare lists with classmates.

3. Students construct a crossword puzzle in which the answers are antonyms with affixes.

Example:

able - unable
active - inactive
cheerful - cheerless
exhale - inhale

Resources - For additional information and activities see:

① RX Reading pp_____
② Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 289
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. ____________ pp_____
8. ____________ pp_____

Grade 4 Written Communication Comprehension
Reading

OBJECTIVE: To demonstrate knowledge of cause and effect

SKILL/CONCEPT: Students recognize cause and effect statements by matching groups of causes and effects identifying the effects of a given action.

SUGGESTED ACTIVITIES	NOTES

1. Write "causes" on ten flash cards and corresponding "effects" on ten cards. After mixing the cards, the students match each "cause" card with the appropriate "effect" card.

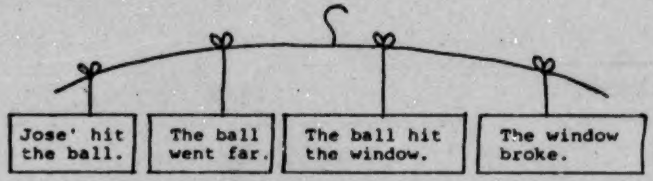
   Example:

CAUSE	EFFECT
hungry	eat dinner
sun sets	night begins

2. Demonstrate cause and effect relationships. Students cut out magazine pictures that suggest cause and effect relationships, glue them on construction paper. Students write statements under the pictures explaining the cause and effect relationships. The finished products are displayed on the bulletin board.

3. Students make mobiles to show a series of cause and effect relationships.

   Example:



Students read a story from their basal text and role-play cause and effect relationships in the story.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____ 3. Creative Writing pp____ [✓ 5.] Basal Reading pp____ 7. ________ pp____
2. Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp 290 6. Language Basal pp ____ 8. ________ pp____

Grade 4 Written Communication Comprehension
Reading

OBJECTIVE: To employ interpretive comprehension skills

SKILL/CONCEPT: Students draw inferences from materials or situations by answering questions about it.

SUGGESTED ACTIVITIES	NOTES
1. Provide short paragraphs describing a place or an event. Students read and infer the place or action. Example: There were thousands of people cheering on both sides. The man carrying a round leather ball ran to cross the white line while other men tried to catch the bouncing ball. What event does this paragraph describe? 2. Provide a collection of book jackets and ask students to infer what the contents of the stories might be. Encourage students to ask each other questions about the books and then read to verify their inferences. 3. Ask students to select a favorite television series and write a series of questions concerning what might happen next week, answer the question and verify correct.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 291
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4 Written Communication Comprehension

Reading

OBJECTIVE: To read critically

SKILL/CONCEPT: Students read critically to distinguish fact from opinion.

SUGGESTED ACTIVITIES	NOTES
1. Give students the definition of fact and opinion using examples. a. A fact is any statement which can be proven by measuring, looking up information in a book, or taking a survey. b. An opinion is a statement that tells how someone feels about something or judges something. Using an article from the sports section of the newspaper, set up two columns listing the facts and opinions in the article.	

FACTS	OPINIONS

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 292 6. Language Basal pp ___ 580 __________ pp____

Grade 4 Written Communication Comprehension
Reading

OBJECTIVE: To read critically

SKILL/CONCEPT: Students read critically to distinguish fact from opinion.

SUGGESTED ACTIVITIES	NOTES
2.a. Give students clue words for locating opinions. Students select an article from the editorial section of the newspaper. They are directed to circle opinionated statements. Examples: good/bad, exciting/boring, pretty/ugly nice/mean, like/dislike, love, hate Using some of the clue words listed for identifying opinion, categorize statements found by the class and list on a chart. 3. Make a list of words and ask students to write one statement of fact and one statement of opinion about each subject. Examples: a. McDonald's hamburgers b. Nike tennis shoes c. Burger King shakes	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 293
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 4

Written Communication

Reading

Comprehension

OBJECTIVE: To identify figurative language

SKILL/CONCEPT: Students interpret personification, metaphor, and simile.

SUGGESTED ACTIVITIES	NOTES

1. Show the student pairs of sentences, one literal and one figurative. Students are to label each sentence in the pair.

   Examples:

   a. It is raining very hard. Literal
   It is raining cats and dogs. Figurative
   b. She is very angry.
   She blew her top.
   c. Get away from me.
   Hit the road.

2. Give the students a list of incomplete figurative expressions. Students complete the expression and write the literal meaning.

   Metaphor and simile

   a. I am hungry as ______.
   b. He ran as fast as ____.
   c. Her smile was like a ____.
   d. He is a ______.
   e. She is a _______.

3. Tell the students to listen for figurative language in school, at home, on TV, etc. Students may locate figurative language in various reading selections. Students provide a written list of the expressions they located.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 294
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4

Written Communication

Reading

Study Skills

OBJECTIVE: To apply study skills

SKILL/CONCEPT: Students use the dictionary to find word meaning.

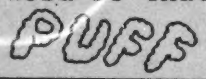
SUGGESTED ACTIVITIES	NOTES

1. Give students a list of spelling words or words from the Harris-Jacobson Word List. Have them divide the dictionary into fourths and make four columns on their worksheets representing each fourth of dictionary. Students then locate each word, record in appropriate column and use in sentences according to the first, second, or third definition. (Definition number must be listed next to sentence.)

2. Students write the letters in their names. They turn to each section of the dictionary and find a word beginning with the letters in their names, read the meaning and write a sentence or story using these words.

Example:		WORD	SENTENCE
a.	B	brush	Where is my comb and brush?
b.	E	escape	He could not escape.
c.	N	narrow	The path is narrow.

3. Students choose five spelling words from the spelling list and look up their meanings. Students then write one spelling word on each of five sheets of paper given to them. Students illustrate the word so that the word tells its own meaning. EXAMPLE:



Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 296
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 4 | Written Communication | Study Skills
Reading

OBJECTIVE: To demonstrate knowledge of using a card catalogue

SKILL/CONCEPT: Students use the card catalogue to locate information.

SUGGESTED ACTIVITIES	NOTES
1. Duplicate or copy on the board the common forms of library cards — author, title, and subject. Ask questions and allow students to locate information on cards to answer questions. SAMPLE QUESTIONS ARE: a. Who is the author? b. What is the title? c. Why are there three cards for each book? d. How many pages in the book?	
2. Send small groups of students to the library to locate specific information in the card catalog. List all books by same author, or list all books about mountains. Title of Book Author Illustrator Company, Date of Publication About the book	
3. Give the format for author, title, and subject cards. Students choose three or four books for which they will make the three cards.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____	3. Creative Writing pp_____	[✓ 5.] Basal Reading pp_____	7. ___________ pp____
2. Sound Off pp______	[✓ 4.] State L.A. Curriculum Guide pp 297	[✓ 6.] Language Basal pp ___	8. ___________ pp____

Grade 4 Written Communication Study Skills

Reading

OBJECTIVE: To locate information in a variety of sources

SKILL/CONCEPT: Students locate and use information from dictionaries, maps, charts, encyclopedia, newspapers and telephone directories.

SUGGESTED ACTIVITIES	NOTES
1. Students use the yellow pages of the telephone directory to find specific places. The teacher provides the categories. Examples: a. Find a bicycle repair shop. b. Find a florist. c. Find a television repair shop. 2. Prepare a worksheet on a specific month of the year, a national holiday, or a special day (Columbus Day, etc.) Students use an encyclopedia or another reference book to locate answers to questions. Example: April a. What is the April birthstone? b. What is the flower for the month? c. Which states became a part of the U.S. in April?	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp_____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 298 ⑥ Language Basal pp ___ 8. __________ pp_____

Grade 4 Written Communication Study Skills

Reading

OBJECTIVE: To locate information in a variety of sources

SKILL/CONCEPT: Students locate and use information from dictionaries, maps, charts, encyclopedias, newspapers and telephone directories.

SUGGESTED ACTIVITIES	NOTES
3. The teacher and students collect travel brochures, road maps, or maps in geography books. Loose maps and written material may be pasted in folders with questions pertaining to them. Example: (Students answer questions by using reference materials) a. Find New Orleans on the map. b. How far is it from Baton Rouge? c. What is the population? d. How many miles is it from the Gulf of Mexico?	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 299
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4 Written Communication Study Skills

Reading

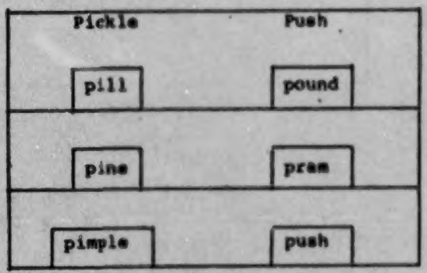
OBJECTIVE: To apply dictionary skills

SKILL/CONCEPT: Students locate words, recognize guide words, syllables and definitions by using the dictionary.

SUGGESTED ACTIVITIES	NOTES

1. Make a guide word pocket chart from a set of words listed. Students must find words that appear on the page with the guide words. Students file words on the pocket chart in alphabetical order.

Guide Word Chart



Make several small pocket charts with guide words at the top.

2. Select words for students to complete the chart (guide words, syllables and one definition).

CHART

WORDS	GUIDEWORDS	SYLLABLES	DEFINITION
Novel	note-now	nov-el	new
Inducement	indigo-inductive	in-duce-ment	persuading

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 300 [✓ 6] Language Basal pp ___ 8. ___________ pp____

Grade 4

Written Communication

Reading

Study Skills

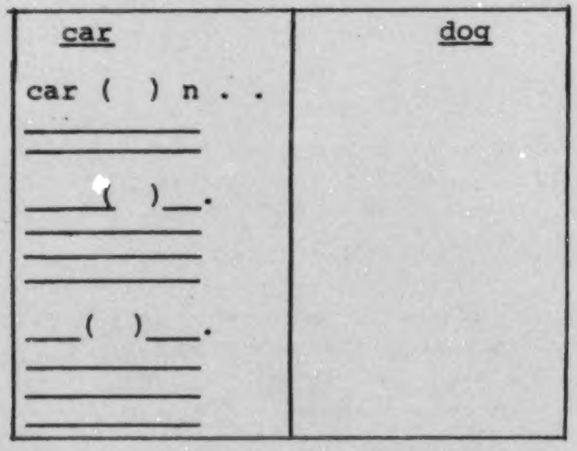
OBJECTIVE: To apply dictionary skills

SKILL/CONCEPT: Students locate words, recognize guide words, syllables and definitions by using the dictionary.

SUGGESTED ACTIVITIES	NOTES
3. Give students a facsimile of a dictionary page.	

Direct the students to make a dictionary page.

- a. Select nine words from the activity.
- b. Complete the activity by including all the parts used on a dictionary page such as guide words, entry words, pronounciation, definition, illustration, and part of speech.



Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 301

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ___________ pp____

8. ___________ pp____

Grade 4

Written Communication

Appreciation

Reading

OBJECTIVE: To use listening skills to enhance reading for pleasure and information

SKILL/CONCEPT: Students listen to the teacher read and use free reading time to select and share books, frequent the library and read various types of literature.

SUGGESTED ACTIVITIES	NOTES
1. Read a story to the students. Ask students to share with you the details of the story by answering the following questions: a. What was the story about? b. When did it happen and where? c. Why did the events happen as they did?	
2. Read a short story to students or let them choose their own book to read. Get them to tape the following: a short synopsis of the story including what the story is about, where did it take place, and names of characters. Students can share books by telling each other stories they have read.	
3. Give students the opportunity to select a book from the library. After reading a book let them make a mobile, diorama or an advertisement to sell the book , and make an oral presentation to the class.	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 302
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 4 Written Communication Appreciation

Reading

OBJECTIVE: To demonstrate an appreciation of literature

SKILL/CONCEPT: Students identify literary forms.

SUGGESTED ACTIVITIES	NOTES
1. Read a collection of poems from one of the books listed below. a. Poems for Children by Eleanor Farjeon b. Time for Poetry by May Hill Arbuthnot c. Black Out Loud - Adoff Arnold d. Let's Read Together Poems by Helen A. Brown e. Wishes, Lies, and Dreams by Kenneth Koch Students are asked to compare and contrast the poems they feel have merit. 2. Students make a "personal reading notebook" in which they keep a log of all books and poems they have read and enjoyed. 3. Students read a fable, a fairy tale, and a myth. Examples: a. How the Spider Got His Waistline (fable) b. The Old Lady in a Vinegar Bottle (myth) Ask the students to compare the stories and state the main purpose of each. Example: to instruct, to entertain, or to explain.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ 4. State L.A. Curriculum Guide pp 303 6. Language Basal pp ___ 8. __________ pp____

Grade 4

Written Communication

Writing

Mechanics

OBJECTIVE: To use abbreviations

SKILL/CONCEPT: Students write common abbreviations, number of words, days of week, month of year, holidays and seasonal words, and content area words.

SUGGESTED ACTIVITIES	NOTES
1. Distribute practice paper. Provide a list of the names of months, and days of the week. Students can locate in their resources the correct abbreviation and write each beside the word.	
2. Give students a list of abbreviated words. Have them write the full spelling of these words. Students can do a matching lesson from list of full and abbreviated words.	
3. Divide class in groups of four and direct students to use daily newspapers, journals, and magazines to find abbreviations of labor unions, states, football associations, baseball leagues, universities, etc. This data (word(s) and abbreviation(s)) can be recorded on individual cards. Example: Front: Louisiana State University Back: LSU	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 304

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp____

8. __________ pp____

Written Communication

Grade 4 — Writing — Mechanics

OBJECTIVE: To practice using punctuation marks

SKILL/CONCEPT: Students apply the mechanics of writing as ideas and thoughts are developed.

SUGGESTED ACTIVITIES

1. Write on the chalkboard or chart familiar sentences leaving out the punctuation marks. Students punctuate where needed. The teacher and students correct sentences as a class activity.

2. Students look in library books to find sentences using various punctuation marks. Then make a punctuation notebook with different punctuations they have collected on categorized pages.

PERIOD

QUESTION MARK

3. Motivate the students to dictate sentences. Write the sentences on the chalkboard without punctuation marks. Students rewrite the sentences using the correct punctuation marks.

NOTES

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 305
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 4 Written Communication Mechanics
Writing

OBJECTIVE: To practice using written communication

SKILL/CONCEPT: Students use capital letters correctly to strengthen skill in effective communication.

SUGGESTED ACTIVITIES	NOTES
1. Write four or five sentences on the board or on sentence strips. Students read and determine whether or not a capital or a lower case letter is needed at the beginning of each word. This can be a class activity.	
2. Cut out articles from newspapers or magazines. Students mark all capital letters found in the article. They write the capital letters found and tell why they were capitalized.	

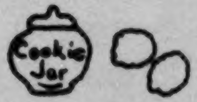
Example:

Today's weather will be hot and cloudy.

It will be partly cloudy on Sunday.

a. Today was capitalized because it was the first word in the sentence.
b. Sunday was capitalized because it is a day of the week.

3. Direct students to pick their favorite recipe from the Cookie Jar. Proofread the directions using proper capitalization and punctuation. Then make recipe cards as gifts for classmates, friends or family members.



Write directions on cookies

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide 306 pp ____ [✓ 6.] Language Basal pp ___ 8. ___________ pp____

605 606

Grade 4 Written Communication Mechanics
Writing

OBJECTIVE: To practice using the apostrophe

SKILL/CONCEPT: Students learn to recognize and use contractions and possessives to develop an understanding of language structure.

SUGGESTED ACTIVITIES | NOTES

1. Students write sentences using contractions.

   let's, I'll, can't, you're, you've

   After each sentence, the student writes the two words for the contraction.

   a. Let's go to the circus.
   b. Let us go to the circus.

2. Students take turns naming an object in the room that belongs to another student. The teacher writes the possessive forms on the board using a different color chalk to write the _'s_.

   a. Sue's bag is brown.
   b. Jim's book is on the table.

3. Give students a list of sentences, leaving blank spaces where possessive words fit. Students write two singular and two plural possessive forms for each sentence.

   The ____________ books were on the table.

	Singular	Plural
boy	boy'_s_	boy_s_'
lady	lady'_s_	ladie_s_'

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. pp ____ Curriculum Guide 307
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Written Communication

Grade 4 Writing Language Structure

OBJECTIVE: To demonstrate knowledge of sentence structure

SKILL/CONCEPT: Students arrange words in correct syntactic order.

SUGGESTED ACTIVITIES	NOTES

1. Prepare task cards and/or write scrambled sentences on chalkboard. Students look at scrambled sentences and unscramble the words to make sentences.

   Example:

   a. Four ate grapes Ann
   b. Climbed treetop A in cat beautiful eagerly the

   Ann ate four grapes.
   A beautiful cat eagerly climbed in the treetop.

2. A very exciting part of a story or a poem is recorded in individual sentences. These sentences are scrambled and reproduced for student use. Students are to rewrite each group of words to make a clear and sensible story.

   a. had Lamb Mary a little.
   b. white snow its as fleece was.
   c. everywhere Mary that went.
   d. sure to lamb go the was.

Resources - For additional information and activities see:

①. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
④. State L.A. Curriculum Guide pp 308
⑤. Basal Reading pp____
⑥. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Written Communication

Grade 4

Writing

Language Structure

OBJECTIVE: To demonstrate knowledge of sentence structure

SKILL/CONCEPT: Students arrange words in correct syntactic order.

SUGGESTED ACTIVITIES	NOTES
3. Students create stories of three or four sentences which they write on strips of paper. The title is written on another strip and put into the same envelope. The student puts his or her name on each envelope. Students exchange envelopes and sort out sentences. Students read the stories aloud so the one who wrote the story can tell if the sequence is correct. We have lots of fun. He is black with white spots on his neck and paws. My Dog Skippy He likes to play "fetch." I have a pet dog named Skippy.	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 309

[✓ 5] Basal Reading pp_____

[✓ 6] Language Basal pp ___

7. ___________ pp____

8. ___________ pp____

Grade 4 — Written Communication — Language Structure

Writing

OBJECTIVE: To demonstrate knowledge of language structure

SKILL/CONCEPT: Students develop knowledge of sentence structure by changing statements into questions and commands, and by combining sentences using compound subjects and/or predicates.

SUGGESTED ACTIVITIES	NOTES
1. Distribute a list of statements. Students convert each statement into a question. Distribute a list of questions. Students convert questions into statements. a. There was a witch at the Halloween party. Was there a witch at the Halloween party? b. She wore a Cinderella costume. What did Cinderella wear?	
2. Distribute a short paragraph composed of simple sentences. The students combine subjects and predicates to form compounds. a. On a beautiful spring morning, Tony went to the supermarket. On a sunny morning, Mary went too. They hopped all the way. They skipped all the way. b. On a beautiful sunny spring morning, Tony and Mary went to the supermarket. They hopped and skipped all the way.	
3. Challenge the group to write a series of sentences or a short story in which each sentence has either a compound subject or compound predicate or both. Write a series of sentences about some things done in the class that day.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp 613
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 310
5. Basal Reading pp_____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

Written Communication

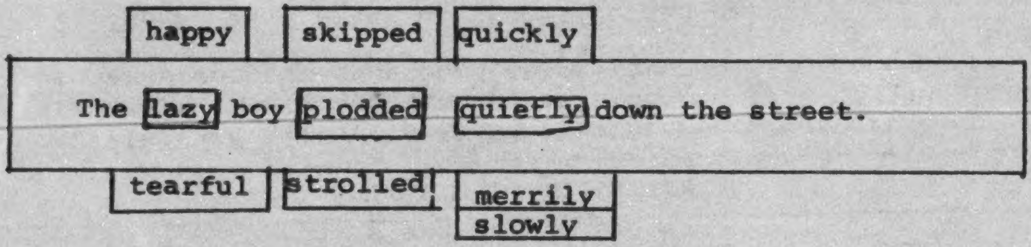
Grade 4 Writing Language Structure

OBJECTIVE: To demonstrate knowledge of language structure

SKILL/CONCEPT: Students recognize parts of speech to strengthen their understanding of sentence structure.

SUGGESTED ACTIVITIES	NOTES
1. Prepare sentences on sentence strips omitting either an adjective before the noun, the verb, the place for an adverb in each sentence. Cut slits in these positions so that word strips can be inserted in the sentence strips.	

Example:


happy
skipped
quickly
The lazy boy plodded quietly down the street.
tearful
strolled
merrily
slowly

Students move the word strips through the openings in the sentence strips to find a combination of words that make sense. Students write all sentences they successfully complete.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 311
5. Basal Reading pp_____
[✓ 6] Language Basal pp ___
7. ________ pp_____
8. ~~618~~ pp_____

Written Communication

Writing

Grade 4

Language Structure

OBJECTIVE: To demonstrate knowledge of language structure

SKILL/CONCEPT: Students recognize parts of speech to strengthen their understanding of sentence structure.

SUGGESTED ACTIVITIES	NOTES
2. Review with students the parts of speech. Students number a sheet of paper from 1-20. Provide sentences with one word underlined. Students list the part of speech for each underlined word according to its use in the sentence. a. The children played happily in the rain. b. The ugly monster frightened the woodcutter. Name ______________ 1. Adverb 2. Adjective 3. 4.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 4.] State L.A. Curriculum Guide pp 312
3. Creative Writing pp_____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Written Communication

Grade 4 Writing Language Structure

OBJECTIVE: To demonstrate knowledge of language structure

SKILL/CONCEPT: Students recognize parts of speech to strengthen their understanding of sentence structure.

SUGGESTED ACTIVITIES	NOTES
3. Create poetry-formula cards.	

a.

Noun
Adjective
Adjective
Adjective
Proper Noun

b.

N.
Adj. N.
V. Adj.
Adj. N.

c.

Verb
Adv. V.
V. Adj.
N.

Students follow poetry-formula cards to create rhyming or nonrhyming poems. Classmates may try to match the poems to the formula from which they were written.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 313
5. Basal Reading pp_____
⑥ Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Written Communication

Grade 4 Writing Language Structure

OBJECTIVE: To identify principle parts of regular and irregular verbs

SKILL/CONCEPT: Students learn proper verb tense to develop an understanding of language structure.

SUGGESTED ACTIVITIES	NOTES
1. Give students a list of sentences in the present tense. Students rewrite each sentence using the past tense form of the verb. a. I go to school. b. I went to school. c. I am eating my lunch. d. I ate my lunch.	
2. Give students a list of verbs. The students write three sentences using each word (one sentence showing past tense, one showing present tense, and one showing future tense).	
3. Students select a paragraph from the basal readers and identify and list all the verbs indicating the correct tense next to each.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 314
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

Written ____________ Communication

Grade 4 Writing ____________ Composition

OBJECTIVE: To employ functional writing skills

SKILL/CONCEPT: Students practice writing letters and completing simple forms to develop the skills of functional writing.

SUGGESTED ACTIVITIES	NOTES
1. Collect a variety of printed forms for students' practice. Use a transparency of one of the forms on an overhead projector to illustrate the procedure for filling out that form. 2. Students use Sears, Penneys, etc. catalog order blanks to place orders for merchandise. a. An outfit for a special occasion b. Appliances for the house c. Outdoor equipment 3. Use the catalog entitled "Free Stuff for Kids." Students write letters to the various companies requesting specific items.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____ 315
[✓ 5] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 4 — Written Communication — Composition

Writing

OBJECTIVE: To employ functional writing skills

SKILL/CONCEPT: Students learn to record telephone messages and to write simple correspondences to further the development of functional writing skills.

SUGGESTED ACTIVITIES	NOTES
1. Students role-play. One student "makes" the phone call. A second student "takes" the message. Students record the message. The teacher can review each recorded message with the class to determine accuracy of pertinent information. The process is repeated until students are able to record accurately.	
2. Review with the class information contained in an invitation. Direct students to compose an invitation to a party (birthday, holiday, anniversary, etc.)	
3. Review the parts of a letter with the class. Direct students to write a letter to a friend or a pen pal. PARTS OF A LETTER a. heading b. greeting c. body d. complimentary closing e. signature	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide 316 pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Written Communication

Grade 4 Writing Composition

OBJECTIVE: To practice writing simple stories and compositions

SKILL/CONCEPT: Students use descriptive sentences to develop skill in writing stories and compositions.

SUGGESTED ACTIVITIES	NOTES

1. Write words on cards that describe character traits. Each student selects a card, thinks of a character he/she knows or has read about who reflects that trait, and writes a few sentences to describe the character.

   Example: Words of Cards

humble	proud	funny	quiet	friendly	noisy

2. Using basal text stories, students write descriptive sentences about a character of his or her choice in riddle form. Read each description in a large group setting. Other students identify the character.

   Example:

   a. I fly through the air in a suit of blue.
   b. I am strong and very courageous, too.
   c. Who am I?

3. Students plant potato eyes, carrot tops and red beans in egg cartons, Then record their observations of plant changes on a daily basis. A summary of the activity is presented in large group meetings.

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
[✓ 3.] Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 317
[✓ 5.] Basal Reading pp____
[✓ 6.] Language Basal pp____
7. ________ pp____
8. ________ pp____

Grade 4 Written Communication Composition

Writing

OBJECTIVE: To practice using expressive language

SKILL/CONCEPT: Students develop skill in written expression by sharing personal experiences or interesting stories and events.

SUGGESTED ACTIVITIES	NOTES
1. Students write dialogue for situations and record on tagboard. Example: a. pedestrian seeking directions from a police officer 2. Help students develop "What If" stories. Example: a. What if your uncle sent you ten dollars to spend any way you wished? b. What if you were the teacher of this class? c. What if you had a pet monkey that was invisible? 3. Set tone by sharing a hilarious, hectic morning experience. Encourage students to share experiences spontaneously. The vivid words and expressions are recorded on the board. Ask children to take two minutes to think about a similar experience they may have had. Tell children to record their experiences as precisely as they can, using vivid, descriptive terms.	

Resources - For additional information and activities see:

1. RX Reading pp_____	[✓ 3.] Creative Writing pp_____	5. Basal Reading pp_____	7. ___________ pp____
2. Sound Off pp______	[✓ 4.] State L.A. Curriculum Guide pp ____ 318	[✓ 6.] Language Basal pp ___	8. ___________ pp____

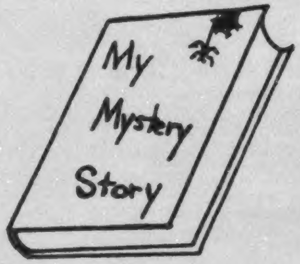
Grade 4 Written Communication Composition

Writing

OBJECTIVE: To demonstrate creative writing

SKILL/CONCEPT: Students write story endings and imaginative stories to enhance the skills of writing creative compositions.

SUGGESTED ACTIVITIES	NOTES
1. Each student chooses a strip with an incomplete statement, such as: a. "If I had three hands I could . . . . b. "If I had two heads I could . . . . Students write several sentences to complete the idea.	
2. Read a story and stop at a dramatic or exciting part. Students write several sentences stating what happens next. The statements are shared in a group session.	
3. Students select a newspaper or magazine headline using the main idea to develop a short mystery story. After editing and rewriting, the students bind the books and place on the mystery book shelf.	



Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 319
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Spelling is best accomplished by practice in the context of the writing process.

Grade 5

Learner Outcomes

GRADE 5

AFFECTIVE:

Develops positive self-concept
Accepts consequences for behavior
Respects rights of others
Takes pride in work
Works well independently and in groups
Enjoys communicating
Appreciates the reciprocal nature of conversation
Enjoys learning
Appreciates the value of printed material for deriving pleasure and information
Appreciates literature and find pleasure in exploring new types
Desires maximum achievement

COGNITIVE:

Strengthens ability to communicate effectively
Applies critical listening skills (errors, propaganda, false claims, and bias)
Transforms listening experiences into other forms of expression
Presents organized talks or dramatic recitations
Applies persuasion in oral and written communication
Reads basals appropriate to level
Comprehends literally, inferentially and critically
Masters Harris-Jacobson list appropriate to level
Uses utility words
Uses reading as a functional skill
Identifies story elements
Recognizes various techniques and elements of literary styles
Develops and applies study skills
Writes extensively on a variety of topics (self-selected or teacher assigned)
Utilizes narrative and expository modes in writing
Utilizes descriptive writing techniques
Compares own writing techniques
Critically evaluates compositions
Proofreads and edits written material
Expands listening, speaking, reading and writing vocabularies

PSYCHOMOTOR:

Refines cursive writing skills and emphasizes the mechanics of good writing
Recopies written material to improve legibility
Uses body language for dramatization
Uses appropriate posture and gestures in formal speaking

GRADE 5

Scope and Sequence

LISTENING	SPEAKING	READING	WRITING
Auditory Perception Distinguishes sounds in language patterns - rhyming - intonation - pitch		**Word Recognition** Uses context clues Uses phonetic clues Uses structural analysis - root words, prefixes, and suffixes - compounds - syllabication - accent Recognizes sight words and utility words	**Mechanics** Writes in cursive Maintains manuscript as supplementary tool Corrects his or her own errors Maintains margins, spacing, headings Analyzes writing and improves written work Proofreads and rewrites drafts Uses appropriate punctuation in writing
Comprehension Understands vocabulary - words, phrases and sentences Understands and responds to multiple step directions Obtains answers to questions	**Language Structure** Pronounces words correctly Uses conventional grammar patterns	**Comprehension** Interprets words, phrases, sentences, paragraphs, selections and books - context (connotations and denotations of words) - language conventions - main idea - detail - relationships	**Language Structure** Uses punctuation marks to clarify meaning of sentences (apostrophe in possessives, colon, commas, exclamation point, periods, question marks, quotation marks)

GRADE 5

LISTENING

Grasps ideas

- main idea
- details
- relationships (cause-effect, size, place, time and analogous)
- story problem, solution

Makes judgments

- fiction and nonfiction
- character traits (feelings, actions and motives)

Draws conclusions

Seeks clarity

Evaluates various sources of evidence

SPEAKING

Informal

Uses expressive language

- oral discourse (inflection, tone, mood, quality)
- conveying ideas about a given subject
- storytelling dramatization and role-playing
- organizing thoughts
- extemporaneous speaking
- conversation

Formal

Uses appropriate language

- literary selections (poems, stories, plays)
- choral speaking
- discussion
- speech making
- practices social courtesies
- sources of data

Demonstrates oral reading ability

READING

- story problem and solution
- conclusions
- judgments (fact, opinion, fiction and nonfiction, bias and propaganda)

Identifies story elements

- character
- setting

WRITING

Writes captions and cartoons, bulletin boards, news articles, etc.

Uses nouns (common and proper)

- plural forms
- possessives

Uses forms of verbs (action, linking)

Uses verb tenses (past, present, future)

Uses pronouns as subjects and objects

- possessive pronouns
- irregular pronouns

Uses adjectives, adverbs and conjunctions

Uses subject/verb agreement

Recognizes sentences (statement, question, exclamation and compound)

GRADE 5

LISTENING	SPEAKING	READING	WRITING
		Study Skills Uses location aids - index (key words, main topic, sub-topic, cross-reference) - footnotes - graphics (maps, graphs, charts, tables, schedules, diagrams) Uses reference materials - dictionary, glossary, (guide words, entry, entry words, definitions, pictures, root words, inflected forms, pronunciation) - encyclopedia (key words, volume, guide words, entry words, entry), special purpose - card catalog - drawer cards (author, title, subject) Organizes information - classifies - summarizes - outlines (move through one source)	Composition Writes paragraphs and original stories - incorporates information from various sources into written composition Composes in different modes of written expression (stories, plays, letters and biographies) Presents written ideas in an organized manner Chooses precise words Writes about experiences and feelings Expresses written ideas with clarity, completeness, and accuracy Writes reports, takes notes and keeps records Prepares simple outlines (main idea, details) Uses sentence combining techniques

LISTENING	SPEAKING	READING	WRITING
		- adjusts rate according to purpose and content	
		Evaluates information	
		- appropriateness - accuracy	
Appreciation		**Appreciation**	
Enjoys various types of literature		Enjoys various types of literature	
- autobiography - biography - folk and fairy tales - plays - poems - tall tales - fables - myths and legends - informational articles		- biography - folk or fairy tales - plays - poems - tall tales - fables - myths and legends - historical fictions - informational articles - realistic fiction - science fiction	

LISTENING	SPEAKING	READING	WRITING
		Appreciates techniques and elements of style - exaggeration, figurative and idiomatic language, foreshadowing, imagery, personification and point of view (first person and third)	

Grade 5

Oral Communication

Listening

Auditory Perception

OBJECTIVE: To distinguish auditory characteristics of speakers

SKILL/CONCEPT: Students will listen to recognize voices of classmates, differentiate ages of speakers and identify emotional state of speaker.

SUGGESTED ACTIVITIES	NOTES
1. Record voices of class members and play tape of a few voices at each class session. Members of the class identify the speakers.	
2. Tape speakers of different ages, play the tape for the students who attempt to identify the age range of the speaker. Start with gross differences — children - elderly persons.	
3. Tape speakers who are deliberately projecting emotional states such as sorrow, joy, fear, excitement. Students listen to tape and identify the emotion.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 326

5. Basal Reading pp_____

6. Language Basal pp ___

7. __________ pp_____

8. __________ pp_____

Grade 5

Oral Communication
Listening

Auditory Perception

OBJECTIVE: To listen for a specific purpose

SKILL/CONCEPT: Students listen to answer specific questions and follow directions.

SUGGESTED ACTIVITIES	NOTES
1. Give directions similar to the following: a. Listen to the series of numbers and write every third number - 16, 9, 4, 7, 1, 15, 18. b. Use a variation with letters. 2. Give students a copy of a road map. They locate places on the map by following oral directions. From Donaldsonville, travel south on Highway 1 to U.S. 96, then east to the intersection with Highway 90. What town is located there? 3. Students are given graph paper or paper with large squares. Teacher gives rapid directions for placement of the dots — two squares down, three across. When the series of directions have been completed, the dots will form a pattern, such as a geometric shape or letter. CM^2 grid sheets can be duplicated for this activity.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 327
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5

Oral Communication Comprehension
Listening

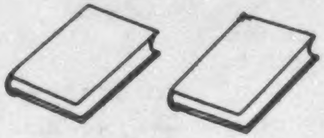
OBJECTIVE: To listen thoughtfully and attentively in group discussions

SKILL/CONCEPT: Students listen to the ideas of others to compare them to their own, discern the purpose of the speaker, the organization of ideas, and to acquire new information

SUGGESTED ACTIVITIES	NOTES
1. Divide the class into groups of three to four students. Students report to the group on a book they have read. Members will listen and ask appropriate questions of each reporter.	

SUGGESTED FORMAT:

a. What is the story about?
b. Tell about or read one interesting part.
c. Tell how you feel about the book.



Resources - For additional information and activities see:

[✓ 1.] RX Reading pp______
2. Sound Off pp______
3. Creative Writing pp______
[✓ 4.] State L.A. Curriculum Guide pp 328
5. Basal Reading pp______
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 5 Oral Communication Comprehension
Listening

OBJECTIVE: To demonstrate attentive listening skills

SKILL/CONCEPT: Students listen to the ideas of others to compare them to their own, discern the purpose of the speaker, the organization of ideas, and to acquire new information.

SUGGESTED ACTIVITIES	NOTES
2. Divide the students into groups of four to five. Each group is given a slip of paper with words that belong in the same category. Each group chooses one subject from each category for discussion. QUESTIONS: a. Which would you choose to be and why? seal, lion, pelican, ape b. Which would you rather be and why? a mail carrier, professional dancer, dentist, waiter/waitress, firefighter, secretary c. Which would you rather do and why? read a book, go fishing, watch TV, listen to tapes, play with friends	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp 329 6. Language Basal pp ___ 8. ___________ pp____

Grade 5

Oral Communication

Listening

Comprehension

OBJECTIVE: To demonstrate attentive listening skills

SKILL/CONCEPT: Students listen to the ideas of others to compare them to their own, discern the purpose of the speaker, the organization of ideas, and to acquire new information.

SUGGESTED ACTIVITIES	NOTES
3. Read synopses of several books to the students. Based on these readings, the students select one or two books to read which they feel will be interesting. Each member of the group makes a choice and explains the reason for his or her selection. Members of the group may ask questions. When everyone has had a turn, one group member reports the choices to the class. The following books may be synopsized: a. A Wrinkle in Time b. Think About it, You Might Learn Something c. Amelia Bedelia	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 330
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5

Oral Communication
Listening

Comprehension

OBJECTIVE: To predict outcomes

SKILL/CONCEPT: Students listen to short talks, stories, and paragraphs in order to predict outcomes.

SUGGESTED ACTIVITIES	NOTES
1. Read part of a story with a familiar theme, such as a character who wishes to have something unusual and asks the students to predict what will happen next. Example: Wriggles the Wishing Pig would lend itself well to this exercise. 2. Read to students several short paragraphs with a clear-cut sequence of events and ask them to tell what will happen next. If there are disagreements, reasons should be given. An example of suitable paragraphs for reading aloud is "Gates - Peardon Practice Exercises in Reading." 3. Read a folk tale, stop before the end and ask students to write ending.	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 331
⑤ Basal Reading pp_____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5

Oral ____________ Communication

Listening ____________

Comprehension

OBJECTIVE:

SKILL/CONCEPT: Students listen to identify errors, false claims, bias and propaganda.

SUGGESTED ACTIVITIES	NOTES
1. Discuss popular TV commercials and identify techniques used to sell products.	
a. Band Wagon - Everyone else is buying these jeans. Be one of the crowd.	
b. Appeal to Desire for Popularity - Molar White will make your teeth so bright that everyone will want you as a friend.	
c. Celebrity Testimonial - Reggie Jackson eats Clark's Chopped Liver chunks for energy so you should too.	
d. Card Stacking - tells all the good things about a while ignoring information on brand favorable Example: The Trans-AM is the car to buy because it has front wheel drive, sleek styling, a turbo-charged engine.	
e. Plain Folks Talk - using a person to whom ordinary people can relate in order to gain support for a person or product.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp______

2. Sound Off pp______

3. Creative Writing pp______

[✓ 4.] State L.A. pp ____ Curriculum Guide 332

[✓ 5.] Basal Reading pp______

6. Language Basal pp ____

7. ____________ pp____

8. ____________ pp____

Grade 5 Oral Communication Comprehension

Listening

OBJECTIVE: To demonstrate critical listening skills

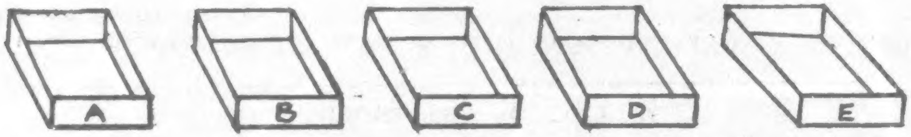
SKILL/CONCEPT: Students listen to identify errors, false claims, bias and propaganda.

SUGGESTED ACTIVITIES | NOTES

For example:

Vote for John Smith, a man of the people who grew up in a working class neighborhood of this city. He threw newspapers and belonged to the Boy Scouts. He knows the needs of the people.

2. Label five boxes, one for each propaganda technique. Students listen to tapes of radio and/or television commercials and ad campaigns for examples of the techniques. They write the example(s) down and put them in what they believe to be the appropriate box. The students discuss the appropriateness of the choices.



Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____
2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 333 6. Language Basal pp ___ 8. __________ pp____

Grade 5

Oral Communication — Listening

Comprehension

OBJECTIVE: To demonstrate critical listening skills

SKILL/CONCEPT: Students listen to identify errors, false claims, bias and propaganda.

SUGGESTED ACTIVITIES	NOTES
3. Explain bias point of view to the students and read to the class a letter to the editor, an editorial, some brief political comments, or a campaign ad. Students list those points which they believe show a bias or use of propaganda techniques and discuss their lists.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 334

[✓ 5.] Basal Reading pp_____

6. Language Basal pp ___

7. __________ pp_____

8. __________ pp_____

Grade 5 Oral Communication Comprehension
Listening

OBJECTIVE: To identify details

SKILL/CONCEPT: Students listen to answer questions, retell story elements in sequential order and detect irrelevant sentences.

SUGGESTED ACTIVITIES	NOTES
1. Read a short story to the class and then ask questions about the characters and their actions.	

SUGGESTED BOOK

A Wrinkle in Time by Madeline L. Engle

SUGGESTED QUESTIONS:

a. What do you think will happen next?

b. What did the main character learn about people?

c. How do you think the story will end?

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 335
[✓ 5] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5

Oral Communication

Listening

Comprehension

OBJECTIVE: To identify details

SKILL/CONCEPT: Students listen to answer questions, retell story elements in sequential order and detect irrelevant sentences.

SUGGESTED ACTIVITIES	NOTES
2. Read a short story or several paragraphs from an interesting book. Students listen for the order of events and re-tell them after the reading. Examples: A chapter from the Hardy Boys or Nancy Drew Series, or from a humorous book such as Hoboken Chicken Emergency 3. Read a short paragraph containing one sentence which does not fit. Students listen and identify the sentence that does not belong in the paragraph. Shawn brought a puppy to school. His name is Sleepy because he sleeps so much. It was raining the day Shawn brought him. The puppy slept from morning assembly until recess.	

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4] State L.A. Curriculum Guide pp 336

[✓ 5] Basal Reading pp_____

6. Language Basal pp ___

7. ____________ pp_____

8. ____________ pp_____

Grade 5 Oral Communication Comprehension

Listening

OBJECTIVE: To identify the main idea

SKILL/CONCEPT: Students listen for main ideas in short selections.

SUGGESTED ACTIVITIES	NOTES
1. Read one or two paragraphs on specific topics, (kites, marbles, dolls, basketball). Then say, "Tell me in one word, what this paragraph is about." 2. Read a short selection and ask the students to create a title. Selections can be taken from the following: a. Library books b. Reading basals c. Social studies basals d. Science basals 3. Read a one or two paragraph selection. Number the details of the selection in outline form and write them in short phrases on the chalkboard. Direct the students to listen for the important ideas which these details support. I. __________ A. the land B. the people C. the government	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading, pp_____ 7. __________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 337 6. Language Basal pp ___ 8. __________ pp____

Grade 5 Oral Communication Comprehension

Listening

OBJECTIVE: To demonstrate critical listening skills

SKILL/CONCEPT: Students recall the order or sequence in which things happen when listening to oral directions.

SUGGESTED ACTIVITIES	NOTES
1. Give directions for a dance or exercise, or play a record. Students listen and perform the dance or exercise, following the directions of the instructor or teacher. Jazzercise/Square dance records	
2. Give a series of four to five directions which students must listen to and perform in order. Directions for making a kite from newspaper. Folding paper to cut out a star.	
3. Tape phone messages such as hours and days library or museum is open. Students listen and demonstrate retention of sequence by answering preassigned questions. a. On which days does the library open at 9 a.m? b. What are the hours of the museum on Saturday?	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 338
[✓ 5] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 Oral Communication Comprehension
Listening

OBJECTIVE: To draw conclusions

SKILL/CONCEPT: Students listen attentively and critically in order to draw conclusions.

SUGGESTED ACTIVITIES	NOTES
1. Relate something observed and ask the students "why" they think the person(s) took a particular course of action. Example: On my way to school I saw two students walking away from school toward the shopping center. Question: Why do you think they were doing that? 2. Read a description of a famous person (real or fictional) and ask students to determine who that person is. Examples: a. Cinderella b. E.T. c. Snoopy d. President Reagon e. Hank Aaron	

Resources - For additional information and activities see:

① RX Reading pp_____	3. Creative Writing pp_____	⑤ Basal Reading pp_____	7. __________ pp____
2. Sound Off pp_____	④ State L.A. Curriculum Guide pp 339	6. Language Basal pp ___	8. __________ pp____

Grade 5 Oral Communication Comprehension
Listening

OBJECTIVE: To draw conclusions

SKILL/CONCEPT: Students listen attentively and critically in order to draw conclusions.

SUGGESTED ACTIVITIES	NOTES
3. Read a series of statements and ask the students which conclusion they can draw. a. Dan has a broken leg. POSSIBLE CONCLUSIONS: Dan is unhappy, he must use crutches. b. Gene will run in a three mile race on Sunday. POSSIBLE CONCLUSIONS: Gene runs regularly, Gene enjoys competition.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ________ pp____
2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 340 6. Language Basal pp ___ 8. ________ pp____

Grade 5 Oral Communication Appreciation
Listening

OBJECTIVE: To appreciate style in prose and poetry

SKILL/CONCEPT: Students listen for and identify the variety of styles and devices employed in literature such as alliteration, onomatopoeia rhyme and rhythm.

SUGGESTED ACTIVITIES	NOTES

1. Read poems and prose passages and encourage students to listen to detect alliteration.

   Fifty fighting firemen fought a fearsome flaming fire.

2. Explain onomatopoeia by giving examples such as, buzz, plop, whir, clickety-clack, screech, splash, moo, crack, ooze, and ask the students to add to the list.

   Direct students to listen to poetry or stories to identify other words. Keep a list of these words in the class and let students add to it from time to time.

3. Read a poem and have children supply the missing rhyming word.

   All about and all around
   Are many different kinds of sounds
   They tell us different kinds of things
   Like "Answer when the doorbell _______."

   A warning signal not to miss
   When hiking is a snaky _______.

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. ___________ pp____

Grade 5 Oral Communication Informal

Speaking

OBJECTIVE: To express ideas orally through reports and discussion

SKILL/CONCEPT: Students express ideas orally by relating personal reactions to books in a special category (fairy tales, folk tales or mysteries) through reports and/or group discussions.

SUGGESTED ACTIVITIES	NOTES
1. Students give oral reports to each other on their favorite mystery books. They ask each other the following questions: a. "What did you like best about the book?" b. "Who was your favorite character, why?" c. "Tell us your favorite part." 2. After reading several fairy tales, the students participate in group discussion. a. "The Constant Tin Soldier" b. "Tom Thumb" c. "Rapunzel" d. "The Ugly Duckling" Each student can retell the part he or she remembers best. 3. Each member of a small group reads aloud a different fable. Students retell the fables they have read to the group.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 342 ⑥ Language Basal pp ___ 8. ___________ pp____

Grade 5 Oral Communication Informal

Speaking

OBJECTIVE: To express ideas in informal speaking situations

SKILL/CONCEPT: Students create and expand stories to develop speaking ability.

SUGGESTED ACTIVITIES	NOTES
1. Encourage students to play story in the round. Direct students to sit in a small circle. Begin a story with two or three sentences. Student on the left must continue the story by saying a few sentences. The student on his or her left continues the story. Each student has a turn to add to the story. The last student in the circle must conclude the story. 2. Write incomplete sentences on strips of paper. Each student selects a strip and speaks to the class to complete the idea. a. On my way to school, I saw . . . . b. If I had a million dollars, I would . . . . c. If I were superman, I would . . . . 3. Read a tall tale such as Paul Bunyan or Johnny Inkslinger, and discuss the main element of tall tales — exaggeration. Encourage students to create a tall tale about someone, real or fictional. Students can create tall tales about friends or family members and tell these to the group.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp______ ④ State L.A. Curriculum Guide pp 343 ⑥ Language Basal pp ___ 8. ___________ pp____

Grade 5 Oral Communication Informal

Speaking

OBJECTIVE: To express ideals orally through dramatization

SKILL/CONCEPT: Students learn to communicate through the medium of drama.

SUGGESTED ACTIVITIES	NOTES
1. Discuss the format of a play: scenes, acts, stage directions, narrator, cast of characters, being careful to point out what is read aloud and what is to be read silently. Students then read aloud a short, commercially written play from a source such as ECHO, basal reader, or weekly newspaper. 2. Read to the class a book that lends itself to dramatization. Examples: a. Where the Wild Things Are by Maurice Sendak b. The Dog Who Thought He Was a Boy by Cora Arnott c. A Ghost Named Fred by Nathaniel Benchley d. The Happy Lion by Louise Fatio The class decides where the story takes place, how many characters there will be, and what they are going to do. Students, working in small groups, possibly one group per story, compose the narration and dialogue and then read the play for the class. 3. Students select one of the plays previously written. They can make props, get costumes, print programs, rehearse and then give play for another class.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp_____

2. Sound Off pp______ [✓ 4.] State L.A. Curriculum Guide pp 344 [✓ 6] Language Basal pp ___ 8. ___________ pp_____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas orally through dramatic expression

SKILL/CONCEPT: Students practice diction and inflection in order to improve dramatic expression.

SUGGESTED ACTIVITIES	NOTES
1. Write several short tongue twisters on the board for students to read and practice, such as: a. Fifty fighting firemen fought the fearsome fire b. Sue sells seashells by the seashore c. Poor Peter pleaded pitifully After they have been studied, each is repeated three times by the whole class. Individual students can then volunteer to read the twisters rapidly.	
2. **Have class** study one of the classic tongue twisters: Amidst the mists with angry boasts He thrusts his fists against the posts. And still insists he sees the ghosts. This is said together with a gradual increase in speed. Individuals can volunteer to recite additional tongue twisters.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 345
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas orally through dramatic expressions

SKILL/CONCEPT: Students practice diction and inflection in order to improve dramatic expression.

SUGGESTED ACTIVITIES	NOTES
3. Discuss the different ways things can be said. a. *I* am a crossing guard. b. I *am* a crossing guard. c. I am a crossing *guard*. The number of possible variations are endless. Students themselves can suggest phrases, sentences, or words that they can practice saying with differing emphasis.	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 346
5. Basal Reading pp_____
⑥ Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas orally through speeches

SKILL/CONCEPT: Students express simple ideas in short speeches on topics familiar to them.

SUGGESTED ACTIVITIES	NOTES

1. Direct students to choose from a list of topics on which they may briefly express their opinions to the group. Possible topics are:
   a. When I grow up, I want to be ________. (explain)
   b. My favorite TV program is ________. (because)
   c. I would like to visit ________. (because)
2. Allow students to use chalkboard or overhead projector to describe a "how to" activity, vacation trip, or game.
3. Provide students with a list of familiar topics such as, Pets, Neighborhood, Family, School and Games. Students choose one and deliver a short speech.

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 347
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To read orally with expression

SKILL/CONCEPT: Students read with expression, demonstrating tone, mood, and correct phrasing.

SUGGESTED ACTIVITIES	NOTES
1. Read a short story aloud to the group as a model of expressive reading. Students take turns reading sections of the same story to practice the elements of expression.	
2. Students select a book or story from a list provided by the teacher. After reading the book or story silently, each student selects a section to read aloud to a small group.	
3. Students select portions of favorite books or stories to read aloud in small groups to practice expression. The group helps each student choose one selection to be read to a kindergarten or first grade group.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 348
5. Basal Reading pp____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas orally

SKILL/CONCEPT: Students use oral expression to interpret poetry and dramatic selections.

SUGGESTED ACTIVITIES	NOTES
1. Students listen to a story or poem on tape or record and repeat refrains of familiar phrases. a. I Know An Old Lady b. The Teeny Tiny Man c. The Twelve Days of Christmas 2. Students memorize short poems to recite to the class in order to practice expression. a. "Fog" by Robert Frost b. "I'm Nobody" by Emily Dickinson 3. Encourage a group of students and/or the class as a whole to interpret a poem or dramatic selection through choral speaking. a. "The Creation" by James Weldon Johnson b. "The Crystal Stairway" by Langston Hughes Parts of a poem or selection can be divided in a variety of ways or in a combination of ways.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 349
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas orally

SKILL/CONCEPT: Students use oral expression to interpret poetry and dramatic selections.

SUGGESTED ACTIVITIES	NOTES
a. Solos and whole groups b. Boys and girls c. Medium, light, and heavy voices d. Any of the above with solos Possible division: Refrain ALL - A goblin lives in our house A goblin lives in our house, in our house, in our house A goblin lives in our house all the year round Boys - He bumps Girls - And he jumps Boys - And he thumps Girls - And he stumps Boys - He knocks Girls - And he rocks Boys - And he rattles at the locks ALL - Repeat refrain	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 350 ⑥ Language Basal pp ___ 8. __________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas in informal speaking situations

SKILL/CONCEPT: Students organize and express ideas by relating personal reactions to books in individual reports, in group discussions of a category of books, such as fairy tales, adventure books, folk tales, mystery books.

SUGGESTED ACTIVITIES	NOTES
1. Students give oral reports to the class on their favorite adventure books. One of the following questions might be used after the reports: a. What did you like best about the book? b. What did you like least? c. Who is the most interesting character? Ask only one question for each report.	
2. Assign each member of a small group to read a different folk tale. Encourage discussion by asking the students to retell their favorite event from the folk tale to the members of their group.	
3. After reading fairy tales to the class, conduct a group discussion about "Fairy Tales We Have Read." Each student gives a summary of a fairy tale he or she read.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 351

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ____________ pp____

8. ____________ pp____

Grade 5 — Oral Communication — Formal

Speaking

OBJECTIVE: To express ideas orally through role-playing

SKILL/CONCEPT: Students communicate ideas and emotions through role-playing.

SUGGESTED ACTIVITIES	NOTES
1. Allow students to choose a career such as principal, mail carrier, secretary, doctor, and role-play their choice for the class. The class should be able to identify the role the student has chosen.	
2. Direct student to role-play a telephone dialogue such as one between a homeowner whose house is on fire and the fire dispatcher, two people gossiping about a third person, or one student trying to get a homework assignment from another.	
3. Students role-play a common situation such as a child and parent discussing whether or not a child should have an increase in allowance.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 352

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp____

8. __________ pp____

Grade 5 Oral Communication Formal

Speaking

OBJECTIVE: To express ideas orally

SKILL/CONCEPT: Students interpret emotions, motivations, and actions through improvisation.

SUGGESTED ACTIVITIES	NOTES
1. Students improvise short skits based on traditional stories. a. "The Selfish Giant" b. "Sleeping Beauty" c. "The Tortoise and the Hare" 2. Students improvise short skits based on ordinary experiences. a. Being the "new" boy or girl in school b. Losing a homework assignment c. Finding a puppy 3. Teacher and students list a number of situations involving conflict. The situations are placed on cards and put into a box. Students choose a situation for improvisational problem solving. a. Two children want to use the same piece of playground equipment such as a jump rope. b. One child teases another about being punished by the teacher.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 353 [✓ 6.] Language Basal pp ___ 8. ___________ pp_____

Grade 5

Written Communication
Reading

Visual Perception

OBJECTIVE: To relate ideas and symbols to language

SKILL/CONCEPT: Students communicate through use of variant symbolic representations

SUGGESTED ACTIVITIES	NOTES
1. Students develop a written system of communication by using pictures or symbols to represent words and ideas. Make a chart of the symbols and have students write a story using the symbols. Students exchange stories and read them.	

Example:

♡	love	☼	day	○	world	↷	over
☺	child	☾	night	△	home	↶	under

Resources - For additional information and activities see:

[✓ 1)] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4)] State L.A. Curriculum Guide pp 354
[✓ 5)] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 5

Written Communication

Reading

Visual Perception

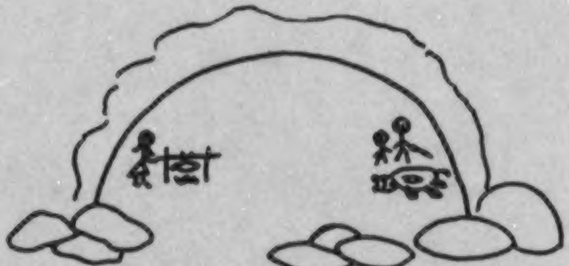
OBJECTIVE: To relate ideas and symbols to language

SKILL/CONCEPT: Students communicate through use of variant symbolic representations.

SUGGESTED ACTIVITIES

NOTES

2. Design a bulletin board that looks like the inside of a cave. The students write messages using symbols and pictures. The messages are displayed on the board for others to read.



3. Have students work in groups to research the development of various systems of written communication. The information is then presented to the class.
   - a. Hieroglyphics
   - b. Native American written symbols
   - c. Chinese writing

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 355
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 Written Communication Word Recognition

Reading

OBJECTIVE: To use context clues to analyze unfamiliar words

SKILL/CONCEPT: Students employ context clues.

SUGGESTED ACTIVITIES	NOTES
1. Prepare sentence cards. Each sentence contains a nonsense word, underlined in red. Students suggest meanings for the nonsense word, after reading the sentence. a. The plugbug was caught in the tree after I let go of the string. b. A loud scrambuzzle was heard as the boxes fell to the floor. c. The kittling slithered in the grass. 2. Give students a series of sentences and have them stage, in their own words, the meaning of the underlined words. a. The buccaneers roamed the high seas, stealing from ships of many nations. b. I could tell how sad the girl was as I watched the tears roll down her countenance.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____ 3. Creative Writing pp____ [✓ 5.] Basal Reading pp____ 7. ________ pp____

2. Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp 356 6. Language Basal pp ___ 8. ________ pp____

Grade 5 Written Communication Word Recognition

Reading

OBJECTIVE: To use context clues to analyze unfamiliar words

SKILL/CONCEPT: Students employ context clues.

SUGGESTED ACTIVITIES	NOTES
3. **ANALOGOUS RELATIONSHIPS** Give the students a series of sentences containing analogous relationships and have them choose the word which best completes the analogy. a. Remember is to forget as simple is to ________. easy plain difficult b. Scales are to fish as feathers are to ________. birds hats pillows	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 357
[✓ 5.] Basal Reading pp____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

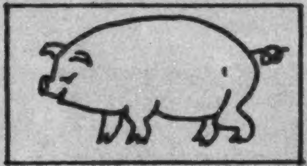
Grade 5 Written Communication Comprehension

Reading

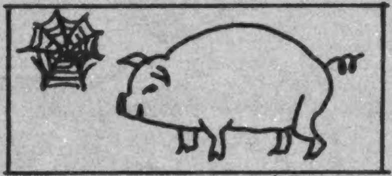
OBJECTIVE: To identify a sequence

SKILL/CONCEPT: Students follow a logical order of thought in reading.

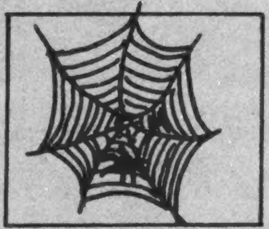
SUGGESTED ACTIVITIES	NOTES
1. Direct students to make a list of main events from a fiction book they have read. Provide students with a long, thin piece of paper (adding machine paper works nicely). Students then depict the events of the story, sequentially, in cartoon-fashion. The cartoon frames may be mounted on cardboard and cut apart so other students may practice putting them back together in proper order.	



Wilbur was a special pig.

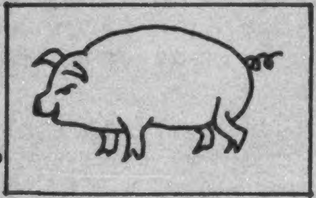


Wilbur had a spider friend named Charlotte.



When Wilbur was about to be killed Charlotte worried.

She thought of a way to save Wilbur.



Mr. Zuckerman decided not to kill Wilbur.

Charlotte's Web by E.B. White

Resources - For additional information and activities see:

① RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

④ State L.A. Curriculum Guide pp 358

⑤ Basal Reading pp____

6. Language Basal pp ___

7. __________ pp____

8. __________ pp____

Grade 5 Written Communication Comprehension

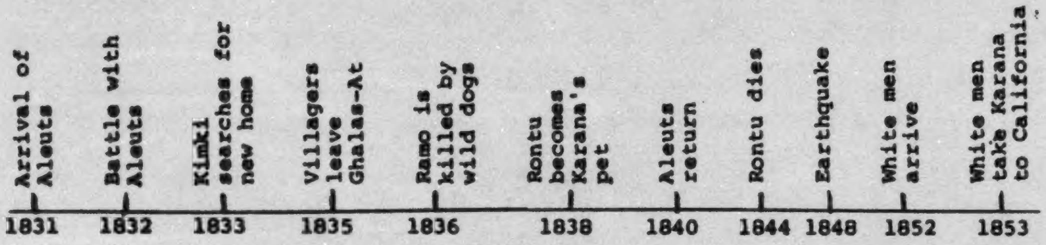
Reading

OBJECTIVE: To identify a sequence

SKILL/CONCEPT: Students follow a logical order of thought in reading.

SUGGESTED ACTIVITIES	NOTES
2. Cut stories from old readers, magazines and the newspaper. Separate the paragraphs and place in an envelope. Each student is given an envelope, construction paper and glue. Student must reconstruct the story and give it a title. 3. Encourage students to choose biographical or historical fiction books to read. As the students read, they must keep a record of the main events and then must report this information on a timeline.	

ISLAND OF THE BLUE DOLPHINS by Scott O'Dell


Arrival of Aleuts
1831
Battle with Aleuts
1832
Kimki searches for new home
1833
Villagers leave Ghalas-At
1835
Ramo is killed by wild dogs
1836
Rontu becomes Karana's pet
1838
Aleuts return
1840
Rontu dies
1844
Earthquake
1848
White men arrive
1852
White men take Karana to California
1853

Resources - For additional information and activities see:

[✓ 1] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5] Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp______ [✓ 4] State L.A. Curriculum Guide 359 pp _____ 6. Language Basal pp ____ 8. ___________ pp____

Grade 5

Written Communication

Reading

Comprehension

OBJECTIVE: To skim for specific details

SKILL/CONCEPT: Students read quickly and accurately to distinguish subordinate ideas and details.

SUGGESTED ACTIVITIES	NOTES
1. Have students read designated paragraphs, skimming for facts, figures or dates. Within a specified time, 90 seconds, students jot down the details gathered on slips of paper, wad the paper up and throw it into a large box. A monitor covers the box when time is up. The teacher draws papers from box and reads facts aloud to class.	
2. Students skim yellow pages to locate particular places of business, hours of operations, etc. as designated by teacher.	

George the Plumber

Faucets-Stems and Handles
402 Brooks Avenue - - - - - - - 387-2019

Georgetown Plumbing
Visit Our Showroom
Monday-Saturday 9-5 - - - - - - 298-7351

Holiday Products
750 Uptown Street - - - - - - - 987-2019

Lawrence Plumbing
1305 Master Place - - - - - - - 283-1002

Resources - For additional information and activities see:

[✓ 1.]	RX Reading pp____	3.	Creative Writing pp____	[✓ 5.]	Basal Reading pp____	7.	____________ pp____
2.	Sound Off pp____	[✓ 4.]	State L.A. Curriculum Guide pp 360	6.	Language Basal pp ___	8.	____________ pp____

Grade 5 | Written Communication | Comprehension
Reading

OBJECTIVE: To skim for specific details

SKILL/CONCEPT: Students read quickly and accurately to distinguish subordinate ideas and details.

SUGGESTED ACTIVITIES	NOTES
3. Several students scan certain sections of the newspaper and prepare a set of questions to ask their classmates. Duplicate the questions and hand them out to the class along with copies of the newspaper. Students must find the answers by skimming their papers. Examples: a. Find five unfamiliar or interesting words in the front page headlines. b. How many front page stories concern world news? c. What is today's weather prediction? d. How many bicycles are on sale in the classified section?	

Resources - For additional information and activities see:
① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 361
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 Written Communication Comprehension
Reading

OBJECTIVE: To locate the main idea in a reading selection

SKILL/CONCEPT: Students distinguish the central meaning or main idea using passages found in the daily newspaper or other content area sources.

SUGGESTED ACTIVITIES	NOTES
1. Students are provided appropriate articles. Direct them to prepare subheads for each paragraph. Then compare the subheads written by different students.	
2. Cut the headlines off several sheets of the daily paper. Have the students write new headlines.	
3. Introduce the idea of mobiles by showing the students how to make and balance them. Provide supplies such as plastic or wooden rods, straws, hangers, and string for the mobiles. Direct students to make mobiles that summarize the important ideas that have been learned in a science or social studies unit.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 362
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

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Grade

Written Communication Comprehension

Reading

OBJECTIVE: To employ critical reading skills

SKILL/CONCEPT: Students read to detect errors, false claims, bias, propaganda and to distinguish between fact and opinion.

SUGGESTED ACTIVITIES	NOTES
1. Discuss differences between fact and opinion statements. Facts can be supported by objective evidences. Opinions are feelings or beliefs which cannot be supported by objective evidence. Provide several statements for students to read and make the distinction between fact and opinion. FACT: Both men and women drivers are involved in fatal accidents. OPINION: Men are better drivers than women. 2. Display several advertisements from a newspaper or magazine. Some ads should be factual and others should suggest results or benefits that are not factual. As the students are shown each advertisment, ask questions such as: a. What does the ad say literally? b. What does the writer of the ad want you to believe? c. Is there a discrepancy between what the ad actually says and what it wants you to believe? d. To what human need or emotion does the ad appeal? e. Does the ad contain any untrue statements?	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 363
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5 Written Communication Comprehension

Reading

OBJECTIVE: To employ critical reading skills

SKILL/CONCEPT: Students read to detect errors, false claims, bias, propaganda, and to distinguish between fact and opinion.

SUGGESTED ACTIVITIES	NOTES
3. Students read letters to the editor from the daily paper and try to determine writer's purpose or bias. Students identify the words that contribute to the overall feeling intended by the author, such as: The treachery and slyness of our enemy flows like a river of famine and death.	

Resources - For additional information and activities see:

① RX Reading pp____	3. Creative Writing pp____	⑤ Basal Reading pp____	7. ________ pp____
2. Sound Off pp____	④ State L.A. Curriculum Guide pp 364	6. Language Basal pp ___	8. ________ pp____

Grade 5 — Written Communication — Study Skills

Reading

OBJECTIVE: To use reference materials

SKILL/CONCEPT: Students use various references to locate information.

SUGGESTED ACTIVITIES	NOTES
1. Each student is given a state to research. Students must promote the state in hopes that more people will want to visit it. Students must research the state and make a travel brochure for it. 2. Set up a learning center containing several kinds of indexes — books with indexes, magazines, catalogs, the telephone book, the newspaper, and the index volume to a set of encyclopedia. A list of questions which can be answered by using the indexes is placed in the center. Students visit the center and answer five questions each. a. Name two places in the World Book where you could find information about Washington, D.C. b. Name two magazine articles on the subject of computers.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 365
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 — Written Communication — Study Skills

Reading

OBJECTIVE: To use reference materials

SKILL/CONCEPT: Students use various reference to locate information.

SUGGESTED ACTIVITIES	NOTES
3. Set up a reference center in the room and provide the following resources: a. A set of encyclopedia b. Dictionary c. Thesaurus d. Rhyming dictionary e. Atlas f. Almanac g. Guiness Book of World Records Prepare a list of questions for the students to answer. Students must record their answers and the reference books which provided the answer. a. Name five synonyms for the word happy. b. What word meaning fast rhymes with drift? (swift) c. What happened on this day 25 years ago? d. Who is the tallest person in the world?	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 366
⑤ Basal Reading pp_____
6. Language Basal pp_____
7. __________ pp_____
8. __________ pp_____

Grade 5 Written Communication Study Skills

Reading

OBJECTIVE: To practice map reading skills

SKILL/CONCEPT: Students interpret maps and locate specific information.

SUGGESTED ACTIVITIES	NOTES

1. Provide a large world map on which students may write and prepare "trip" cards. Each card lists a departure and destination point. Students select a card and plan a trip between the two points. As they plan, they draw the route on the map. After drawing the route, the students record their trip, which includes the following:

   a. The means of travel
   b. The direction of travel
   c. The distance of trip
   d. Names of places crossed during the trip

Trip X
New Orleans, LA
to
Accra, Ghana

Trip P
Moscow, USSR
to
Miami, FL

Trip A
Anchorage, Alaska
to
Naples, Italy

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 367
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5 Written Communication Study Skills

Reading

OBJECTIVE: To practice map reading skills

SKILL/CONCEPT: Students interpret maps and locate specific information.

SUGGESTED ACTIVITIES	NOTES
2. Prepare a bulletin board or display which shows several different maps of one geographical area, e.g., topography, yearly rainfall, natural resources, political division, population distribution, etc. Make a list of questions which require the students to interpret the various maps. a. Which section of the country has dense pine forests? b. Name three areas with elevations over 4,000 feet. c. Where do you find a dry, hot climate? d. Where is there more than eight inches of rainfall a year? 3. Provide globes, string, rulers, pencils, and a list of questions which can be answered by locating and interpreting information on a globe. Students must provide the answers by using the globes. a. What is the latitude of New Orleans? b. How far is it from Liberia to Rhodesia? c. What country is located at 60° N latitude, 80° E longitude? d. What is the shortest route from New Orleans, Louisiana to New Delhi, India?	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp_____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp 368 6. Language Basal pp ___ 8. ~~731~~ pp_____

Grade 5 Written Communication Appreciation

Reading

OBJECTIVE: To demonstrate an appreciation of literature

SKILL/CONCEPT: Students develop an appreciation for literature through reading.

SUGGESTED ACTIVITIES	NOTES
1. Have a student select an especially exciting or suspenseful section of a book and read it to the class, leaving the selection open-ended. The listeners suggest different possible outcomes. Excerpts from: a. The Red Badge of Courage by Stephen Crane b. Treasure Island by Robert Louis Stevenson c. Sounder by William Armstrong 2. Send notes home requesting that each student bring lunch in a paper bag on a specified day. Inform the students that they are going on a reading picnic and that each of them should bring a book or two for the outing. On the appointed day, select a pleasant spot for the reading picnic.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp 369
[✓ 5.] Basal Reading pp____
6. Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

Grade 5

Written Communication

Reading

Appreciation

OBJECTIVE: To demonstrate an appreciation of literature

SKILL/CONCEPT: Students develop an appreciation for literature through reading.

SUGGESTED ACTIVITIES	NOTES
3. Students at the fifth garde level are usually intrigued by tales of horror, suspense, and the supernatural. Provide a variety of books and stories in a "mystery" center and show how each type is different from the others. a. The detective or spy mystery is a narrative about a specific problem - the prevention or solution of a crime, the finding of an object or person, or the capture of a criminal. The main character solves the mystery through his intelligence, intuition, or hard work. In the end, he gives a complete summary of who did it, why he did it, and how he did it. Examples: Billy Jo Jive Super Private Eye Series by John Shearer Encyclopedia Brown Series by Donald Sobol The Hardy Boys Series by Franklin Dixon The Nancy Drew Series	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 370
⑤ Basal Reading pp_____
6. Language Basal pp___
7. __________ pp____
8. __________ pp____

Grade 5

Written Communication Appreciation
Reading

OBJECTIVE: To demonstrate an appreciation of literature

SKILL/CONCEPT: Students develop an appreciation for literature through reading.

SUGGESTED ACTIVITIES	NOTES
b. The Gothic mystery usually concerns the victims of a family crime, blackmail, a family scandal or murder. The main character is frequently mysterious. The setting usually is an old mansion. Examples: Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson The Telltale Heart by Edgar Allan Poe Mystery and More Mystery by Robert Arthur c. The supernatural mystery revolves around some supernatural means — spells, charms, inventions. Sometimes a character is physically different or has supernatural powers. The Time Raider by R. L. Stine E.T. by William Kotzwinkle The Third Planet from Attair by Edward Packard	

Resources - For additional information and activities see:

① RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
④ State L.A. Curriculum Guide pp 371
⑤ Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5

Written Communication Mechanics

Writing

OBJECTIVE: To write legibly

SKILL/CONCEPT: Students practice and evaluate their own handwriting and understand the value of legibility.

SUGGESTED ACTIVITIES	NOTES
1. Students use skill sheets to trace models of handwriting. Demonstrate correct handwriting techniques on the board or on the overhead projector. Small models of letter formations can be kept in each student's desk. 2. Students bring to class a poem of their choice. Students copy the poem remembering to pay close attention to size of letters, alignment, and spacing of letters and words. Students can then mount the results on construction paper for display. 3. Direct the class to write as fast as they can a description of themselves or of a common object. Students do not sign their names. When papers are collected, call a student to read one of the papers. Class tries to guess who it is. Point out importance of legibility.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 372
5. Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp_____
8. __________ pp_____

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Grade 5 Written Communication Mechanics

Writing

OBJECTIVE: To proofread and edit written work

SKILL/CONCEPT: Students identify and correct obvious errors in mechanics and usage.

SUGGESTED ACTIVITIES	NOTES
1. Illustrate and discuss with students simple editing marks, such as: a. New paragraph - ¶ b. Insert or ad - ∧ c. Period - ⊙ d. Comma - (,) e. Capitalize - ≡ f. Delete - ₰ 2. Give students a short paragraph and have the class correct it together employing newly learned symbols. 3. Let students edit each other's papers using the symbols for editing.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 373 6. Language Basal pp ___ 8. ________ pp_____

Written Communication Composition

Grade 5

Writing

OBJECTIVE: To use figurative language in written composition

SKILL/CONCEPT: Students use literal and figurative language in written activities

SUGGESTED ACTIVITIES	NOTES
1. Write the following idioms on the chalkboard: a. She bawled her eyes out. b. My brother gets in my hair. c. He lost his marbles. d. Go fly a kite. e. She blew her stack. f. He's so neat as a pin. g. I'm between the devil and the deep blue sea. Students write sentences using these expressions in their own way. 2. Make a list of words that: a. add pizazz b. create excitement c. describe d. build suspense e. demand attention Students write paragraphs using as many of the color words as possible.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 374
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ____
7. __________ pp____
8. __________ pp____

Grade 5

Written ______________ Communication Composition

Writing ______________

OBJECTIVE: To use figurative language in written composition

SKILL/CONCEPT: Students use literal and figurative language in written activities

SUGGESTED ACTIVITIES	NOTES
3. Have students write jingles with two lines that rhyme. Later, longer jingles can be composed. When you hear the bells jingle, Then you know it's old Kris Kringle.	

Resources - For additional information and activities see:

1. RX Reading pp______
2. Sound Off pp______
[✓ 3.] Creative Writing pp______
[✓ 4.] State L.A. Curriculum Guide pp 375
5. Basal Reading pp______
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Written Communication Composition

Grade 5

Writing

OBJECTIVE: To write diary entries, journal entries and brief mysteries

SKILL/CONCEPT: Students demonstrate facility with narrative forms of writing.

SUGGESTED ACTIVITIES	NOTES
1. Students keep a diary for a week. Direct students to record things that happen at school or at home. Encourage them to use many words that describe.	
2. Give students a title for a story that suggests an adventurous or mysterious plot, such as:	

The Creepy Cave

> Your best friend takes you to a secret cave. You start exploring the inside of it with a flashlight. The light becomes dimmer and finally goes out! You're trapped inside and cannot find your way out!

In order to complete the story have them answer the following questions.

a. Are you afraid?
b. What will you do?
c. What will happen to you and your friend?

Resources - For additional information and activities see:

1. RX Reading pp_____ [✓ 3.] Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp_____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp 376 [✓ 6.] Language Basal pp ___ 8. __________ pp_____

Written Communication Composition

Grade 5 Writing

OBJECTIVE: To produce diary entries, journal entries and brief mysteries

SKILL/CONCEPT: Students demonstrate facility with narrative forms of writing.

SUGGESTED ACTIVITIES	NOTES
3. Get students to write a short newspaper story. Have them pretend to be reporters. After interviewing another student, let them answer the following questions. a. What is the problem? b. Why do you feel you need help with this problem? c. What can be done to help? Tell students to write their story as an interview giving both your questions and the person interviewed answers.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp___ ___

[✓ 3] Creative Writing pp_____
[✓ 4] State L.A. Curriculum Guide pp 377

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ____________ pp_____
8. ____________ pp_____

Written Communication Composition

Grade 5 Writing

OBJECTIVE: To express thoughts freely and creatively

SKILL/CONCEPT: Students express thoughts in written form.

SUGGESTED ACTIVITIES	NOTES
1. Have students note outdoor sounds, aromas or feelings, then conduct classroom discussions. Write the students' descriptive words on the board. Students use thesaurus to expand on descriptive words. Students write poems or paragraphs using words. 2. Introduce children to literary types and forms, such as: a. limericks b. jokes c. riddles d. poetry Give students examples of each form and suggest they try writing some of their own.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 378

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp_____

8. __________ pp_____

Grade 5

Written ______ Communication　　Composition

Writing

OBJECTIVE: To express thoughts freely and creatively.

SKILL/CONCEPT: Students express thoughts in written form.

SUGGESTED ACTIVITIES	NOTES
3. Select a topic to present as a wordless play. The first day at school for a new student One student will be the teacher another student the new student at school and a group of about three or four will be the classmates. After the event is over get the rest of the class to write what happened in sequential order. Students write their feelings about what happened.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 379
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 5

Written Communication

Writing

Composition

OBJECTIVE: To practice persuasive writing skills

SKILL/CONCEPT: Students employ persuasive writing in ads for TV and newspapers.

SUGGESTED ACTIVITIES	NOTES
1. Discuss five or six types of propaganda used in advertising. Explain types of appeal. EVERYONE'S DOING IT, BE POPULAR, JOE BLOW, SUPERSTAR DRINKS PEPSI Ask students to give examples of each category. Students can make advertisements on slides or filmstrips to share with the class.	
2. Students write ad slogans for items or services made up by students. STRONG YOUNG MAN WILL DO GENERAL YARD DUTIES! CALL 894-0073 AFTER 3:00 P.M.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp 380

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp_____

8. __________ pp_____

Grade 5

Written Communication

Writing

Composition

OBJECTIVE: To practice persuasive writing skills

SKILL/CONCEPT: Students employ persuasive writing in ads for TV and newspapers.

SUGGESTED ACTIVITIES

NOTES

3. Direct students to listen to several commercials on radio or television. Discuss with the students the contents of the commercials. Direct students to look for the same products advertised in the newspaper and magazines and compare them. Instruct students to form small groups to write commercials for products.

Examples:

a. Super Suds
b. Total Vitamins
c. Gleaming Toothpaste
d. Crystal Mouthwash

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3] Creative Writing pp_____
[✓ 4] State L.A. Curriculum Guide pp 381
5. Basal Reading pp_____
[✓ 6] Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 5

Written Communication

Writing

Composition

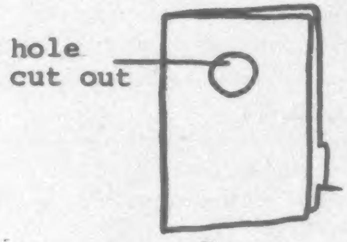
OBJECTIVE: To write descriptive and factual paragraphs

SKILL/CONCEPT: Students express themselves through composition of coherent paragraphs.

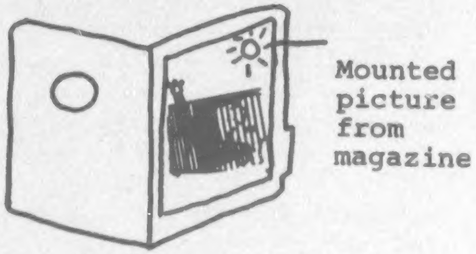
SUGGESTED ACTIVITIES	NOTES
1. Students read a story in a magazine and make a comic strip about it. They draw several pictures of things that happen and use speech bubbles to show what people or animals are saying.	

2. Peek-Story

Cut out a picture from a magazine and mount in a manila folder. Cut out a small peek through hole in the front of the folder. Students look at only a small part of the picture and think of what the picture might be. Without opening the folder, they write short paragraphs describing what they think is inside. After writing paragraphs, open the folder and discuss picture. Students can share stories and pictures.



Front



Inside

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 382
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5

Written ______ Communication

Writing

Composition

OBJECTIVE: To write descriptive and factual paragraphs

SKILL/CONCEPT: Students express themselves through composition of coherent paragraphs.

SUGGESTED ACTIVITIES	NOTES

3. Students write different endings for stories read in magazines and draw two pictures. One picture illustrates how the original story ended, and one shows the student's version of the ending.

1.

picture showing original ending

2.

picture showing student's version of ending

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp 383
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 5

Written Communication

Writing Composition

OBJECTIVE: To demonstrate editing skills

SKILL/CONCEPT: Students communicate effectively through the written word.

SUGGESTED ACTIVITIES	NOTES
1. Have students read a story written by another student that contains a number of grammatical errors. The class corrects the errors. 2. Have students write for publication (school newspaper, class newsletter, letters to the editor). Give students a series of paragraphs and have them delete sentences which do not follow, or are not related to the topic. 3. At every opportunity, have children communicate in writing. Examples: a. Thank-you notes b. Get well notes to classmates c. Original birthday cards d. Articles for the school newspaper e. Friendly letters Direct pupils to edit each other's work.	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
[✓ 3.] Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp____
[✓ 6.] Language Basal pp ____
7. ____________ pp____
8. ____________ pp____

Grade 5

Written Communication

Writing

Composition

OBJECTIVE: To compose simple dialogues for scripts and plays

SKILL/CONCEPT: Students incorporate the skill of creative writing into dramatic forms suitable for presentation

SUGGESTED ACTIVITIES	NOTES
1. Use as a model some of the scripts for plays in various reading basals. Direct students to note organization and content of the script. Have students listen and study dialogues on short TV shows. Students record a short dialogue from a TV program. They read it aloud and discuss what is taking place. Develop several scripts with small groups. Have groups present to the class.	
2. Students write short dialogues about specific situations — playground argument, exchange with clerk about buying Mother's/Father's Day present. Students carry out telephone dialogue with friend about arranging to go swimming or to a movie.	
3. Students work as members of a group to write a one-act play on a subject of mutual interest. They act out the play for the class or another group. a. organizing a basball (football) team b. planning a Christmas party c. welcoming a new classmate	

Resources - For additional information and activities see:

1. RX Reading pp_____	[✓ 3.] Creative Writing pp_____	5. Basal Reading pp_____	7. __________ pp_____
2. Sound Off pp_____	[✓ 4.] State L.A. Curriculum Guide pp 385	[✓ 6.] Language Basal pp ___	8. __________ pp_____

Classroom activities should provide a means to use all communicative arts skills.

Grade 6

Learner Outcomes

GRADE 6

AFFECTIVE:

Develops a positive self-concept
Accepts consequences for behavior
Respects rights of others
Takes pride in work
Works well independently and in groups
Enjoys communicating
Enjoys learning
Desires maximum achievement
Exhibits intrinsic motivation
Accepts constructive assistance
Enjoys and appreciates literature
Accepts responsibility for learning
Appreciates the reciprocal nature of conversation

COGNITIVE:

Strengthens ability to communicate effectively
Applies critical listening skills
Transforms listening experiences into other forms of expression
Debates convincingly using logical evidence
Applies persuasion in oral and written communication
Displays organization in formal and informal speaking
Recognizes figurative language in writing and conversation
Reads basals appropriate to level
Masters Harris-Jacobson list appropriate to level
Uses utility words
Uses reading as a functional skill
Identifies story elements
Recognizes various techniques and elements of literary skills
Comprehends literally, inferentially and critically
Demonstrates research skills
Develops and applies study skills
Engages in decision making activities
Organizes thoughts in writing
Proofreads and edits written material
Compares own writing techniques to a given standard
Critically evaluates compositions
Proofreads and edits the writings of peers
Expands listening, speaking, reading and writing vocabularies

PSYCHOMOTOR:

Refines cursive writing skills and emphasizes the mechanics of good writing
Recopies written material to improve legibility
Uses body language for dramatization
Uses appropriate posture and gestures in formal speaking

GRADE 6

Scope and Sequence

LISTENING	SPEAKING	READING	WRITING
Auditory Perception		**Word Recognition**	**Mechanics**
Distinguishes sounds in language patterns - rhyming - intonation - pitch		Uses context clues Uses phonetic clues Uses structural analysis - root words, prefixes, and suffixes - syllabication - accent Recognizes sight and utility words	Writes in cursive Maintains manuscript as supplementary tool Corrects his or her own errors Maintains margins, spacing and headings Analyzes writing and improves written work Proofreads and rewrites drafts Uses appropriate punctuation in writing
Comprehension	**Language Structure**	**Comprehension**	**Language Structure**
Understands vocabulary - words, phrases and sentences	Pronounces words correctly Uses conventional grammar patterns	Interprets words, phrases, sentences, paragraphs, selections and books - context (connotations and denotations of words)	Writes captions for cartoons, bulletin boards, news articles, etc.

GRADE 6

LISTENING

Understands and responds to multiple step directions

Obtains answers to questions

Grasps ideas

- main idea
- details
- sequence
- relationships (cause-effect, size, place, time and analogous)
- relevant and irrelevant material
- story problem, solution

Makes judgments

- fiction and nonfiction
- character traits (feelings, actions and motives)

Draws conclusions

Seeks clarity

Evaluates various sources of evidence

SPEAKING

Informal

Uses expressive language

- oral discourse (inflections, tone, mood and quality)
- conveying ideas about a given subject
- storytelling (with fluency), dramatization and role-playing
- organizing thoughts
- extemporaneous speaking
- conversation

Formal

Uses appropriate language

- literary selections (poems, stories, and plays)
- value judgments about communication in the media
- choral speaking
- discussion
- speech making
- social courtesies
- source validation

Demonstrates oral reading ability

READING

- language conventions
- detail
- main idea
- relationships
- story problem and solution
- judgments

Identifies story elements

- characters
- setting
- plot

Study Skills

Uses location aids

- index
- footnotes
- graphic aids

Uses reference materials

- encyclopedia (key words, volume, guide word, entry word), section headings, cross-reference
- card catalog

Organizes information

- classifies

WRITING

Recognizes sentences fragments and run-ons

Uses correct subject and verb agreement

Uses and identifies the various parts of speech

Composition

Writes original stories

Incorporates information from various sources in written composition

Composes in different modes of written expression (stories, plays, letters and biographies)

Presents written ideas in an organized manner

Writes about experiences and feelings

LISTENING	SPEAKING	READING	WRITING
		- summarizes - outlines - evaluates information and sources	Expresses written ideas with clarity, completeness and accuracy
		Adjusts rate according to purpose and content (rereads, skims, previews)	Writes reports, takes notes and keeps records
			Prepares simple outlines
Appreciation		Appreciation	chooses precise words
Enjoys various types of literature		Enjoys various types of literature	Uses sentence combining techniques
- autobiography - biography - folk or fairy tales - plays - poems - tall tales - fables - myths and legends - informational articles		- autobiography - biography - folk or fairy tales - plays - poems - tall tales - fables - myths and legends - historical fictions - informational articles - realistic fiction - science fiction	
		Appreciates techniques and elements of style	
		- exaggeration, figurative and idiomatic language, flashback, foreshadowingm imagery, personification, and point of view	

Grade 6

Oral Communication

Listening

Comprehension

OBJECTIVE: To interpret items of specific interest

SKILL/CONCEPT: Students listen for description and details.

SUGGESTED ACTIVITIES

1. The teacher gives a description of a dress she saw in the paper. Ask the students to draw pictures from the description given. Show the pictures of the dress to the class. Check to see how many pupils came close to the original description.

2. Students will listen to a selection for descriptive words and action words. Then construct a mobile of "special words."

ACTION WORDS	DESCRIPTIVE WORDS
glowed	beautiful
ran	large
zapped	delicate
crawled	sharp

3. Students listen to musical selection which has characterizations. (Example: "Peter and the Wolf"). Students identify sounds relative to movement of characters, change of focus on characters, etc.

NOTES

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

Grade 6 Oral Communication Comprehension

Listening

OBJECTIVE: To apply literal, inferential, and critical listening skills

SKILL/CONCEPT: Students practice listening for facts, inferences, and criticism.

SUGGESTED ACTIVITIES	NOTES

1. Read a short factual paragraph. Students are to record five facts they heard in the selection.

FACTS
1.
2.
3.
4.
5.

2. Read a series of short paragraphs. Students tell if the paragraph states fact or opinion and explain the reason or reasons for their choice.

3. Read a short article. Students are asked if the article revealed any bias, feeling or emotion regarding the facts. Have students identify how the facts were "distorted" by the author's use of descriptive words.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. pp ____ Curriculum Guide 391
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 6 Oral Communication Comprehension
Listening

OBJECTIVE: To apply critical listening skills

SKILL/CONCEPT: Students distinguish fact from fiction, detect bias and propaganda techniques.

SUGGESTED ACTIVITIES	NOTES
1. Students listen to a political speech and discuss information which was or was not provided in the speech. Give them a list of points or questions to listen for that may be answered at the next class meeting. Record the points of interest students discussed.	
2. Read two different short stories to the class. Stories may be taken from the basal readers. Ask questions about each story. a. Is the story real? b. Could this have happened? c. Which part is fact and which part is fiction? Students write two short stories, one from a real experience the other fictional. Volunteers read their stories. Let the class decide whether each is fact or fiction.	
3. Ask students to listen to the 5:00 o'clock news. After the news there is usually a commentary. Get them to record important points the newscaster discussed. This part of the show is usually opinionated. Have a discussion on the opinion and identify any evidence of propaganda.	

Resources - For additional information and activities see:
1. RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ____________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ____ 8. 780 pp____

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Grade 6 Oral Communication Comprehension
Listening

OBJECTIVE: To identify persuasive language

SKILL/CONCEPT: Students distinguish between fact and opinion.

SUGGESTED ACTIVITIES | NOTES

1. Students listen to television advertisements for products and/or services. They note which statements about the product and/or service are facts and which are opinions. Make a list of each.

2. Students make up their own descriptions of a product to sell. Include statements that are facts and statements that are opinions. Classmates record facts and opinions as they listen to descriptions of product.

   Examples:

   a. candy bar
   b. cereal
   c. toy

3. Students each choose an advertisement from the newspaper or a magazine to be read to class. Analyze the information provided in the ad and make two lists including:

   a. That information which is based on fact.
   b. That information which is meant to favorably persuade and is not factual.

Resources - For additional information and activities see:
1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp______ 4. State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. ___________ pp____
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Grade 6 Oral Communication Comprehension

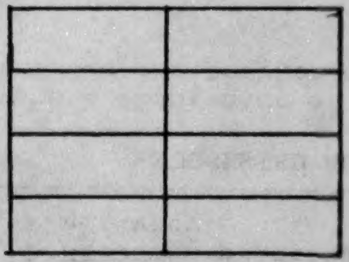
Listening

OBJECTIVE: To practice following directions

SKILL/CONCEPT: Students practice following sequential steps to complete activities and projects.

SUGGESTED ACTIVITIES	NOTES
1. Give students a sheet of paper and tell them to fold it in eight sections. Give oral directions and students respond.	

a. Number each section 1-8
b. In box 1 draw a tree
c. In box 2 make a diamond
d. In box 3 write a word that rhymes with chime
e. In box 4 write a synonym for small
f. In box 5 make a six sided figure



Continue until all boxes are filled.

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 8. ________ pp____

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Grade 6 Oral Communication Comprehension

Listening

OBJECTIVE: To practice following directions

SKILL/CONCEPT: Students practice following sequential steps to complete an activity.

SUGGESTED ACTIVITIES	NOTES
2. Students make a floor plan of their bedrooms, drawing in several items as the teacher calls the items, such as: a. chair b. bed c. dresser d. table e. desk f. stereo or radio g. other items	
3. Students write original sequences of directions, read them to other students, and have the listeners follow the directions, such as: a. how to make a flower arrangement b. how to make a party hat c. how to bind a book	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___
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7. ___________ pp____
8. ___________ pp____

Grade 6 Oral Communication Appreciation

Listening

OBJECTIVE: To describe elements of listening for appreciation

SKILL/CONCEPT: Students identify and distinguish changes in mood in music, prose, and poetry.

SUGGESTED ACTIVITIES	NOTES
1. Students assemble in small groups to discuss descriptive terms identifying the mood of selected materials. Students use the terms below to describe music, prose, and poetry. a. beautiful b. rhythmic c. rhymes d. mood	
2. Students select music, stories, or poems. Read them silently (or listen to them) and explain to the class, the author's or composer's techniques used to illustrate particular moods. Have students listen to music selections, such as: a. "Peter and the Wolf" b. "The William Tell Overture" c. "Sleeping Beauty"	
3. Students write and prepare original stories, poems, or songs that depict a particular mood and present to the group.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 396 8. __________ pp____

Grade 6 Oral Communication Appreciation
Listening

OBJECTIVE: To interpret listening experiences from recreational and informational sources

SKILL/CONCEPT: Students listen to various types of literature.

SUGGESTED ACTIVITIES

NOTES

1. In the Time for Poetry by M. Arbuthnot, there are poems that can serve as a listening activity. Give students the opportunity to read at least two. Let them discuss, pantomime or read one to the class.

2. Have students take turns choosing a story they particularly like and read it to the class. Ask them to question the class about some of the details in the story, such as:

    a. Who was the main character?

    b. Where did the story take place?

3. Read a short story to students.

    Examples:

    a. Mary Poppins

    b. Pete's Dragon

    Students create a mural of events that happened. The mural can be displayed in the room.

Resources - For additional information and activities see:
1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 6 Oral Communication Appreciation

Listening

OBJECTIVE: To recognize uses of persuasive language

SKILL/CONCEPT: Students categorize types of speech (use of slang, idiom, special phrases).

SUGGESTED ACTIVITIES	NOTES
1. Students listen to advertisements on radio or television and follow up by discussing key words, phrases, and sentences in ads. Examples: a. Love that Chicken from Popeyes b. Campo! The Appliance Giant! c. The Golden Arches! d. "If your hair isn't becoming to you, you should be coming to us" 2. Students listen to campaign speeches on school, local, or national level and follow-up in the same manner as the above activity. Example: "Keep the Drive Alive" - campaign slogan of the Mayor of New Orleans	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp _____ [✓ 6.] Language Basal pp ___ 8. __________ pp_____

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Grade 6 Oral Communication Appreciation

Listening

OBJECTIVE: To recognize uses of persuasive language

SKILL/CONCEPT: Students categorize types of speech (use of slang, idiom, special phrases).

SUGGESTED ACTIVITIES	NOTES
3. Students listen to informal speakers outside the school environment. In class, students make a list of slang expressions they have heard and some that they may use themselves. Let students try to construct sentences using these expressions and determine why they are not to be used in formal writing or speaking. Reference: Slang Dictionary - Scholastic	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 399
7. ___________ pp____
8. ___________ pp____

Grade 6 Oral Communication Informal

Speaking

OBJECTIVE: To apply vocabulary skills

SKILL/CONCEPT: Students substitute vivid synonyms for over-used words.

SUGGESTED ACTIVITIES	NOTES
1. Students use the dictionary and thesaurus to expand word choices. Example: a. The bus crossed over the large bridge. b. The bus crossed over the huge bridge. 2. Students cue in to details through the use of modifiers. a. Select a descriptive passage about a subject such as life in the middle ages. b. Read the passage and select modifiers that could be made more vivid. c. Substitute over used words for vivid ones. d. Discuss the sense or senses effected by this experience.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 400
7. ____________ pp____
8. ____________ pp____

Grade 6 Oral Communication Informal

Speaking

OBJECTIVE: To apply vocabulary skills

SKILL/CONCEPT: Students substitute vivid synonyms for

SUGGESTED ACTIVITIES	NOTES
3. Students interpret, critique, and analyze a story, poem, etc., looking for vivid modifiers and suggesting synonyms. The following reference could be used: "The Brahman and the Jackal" in The Arbuthnot Anthology of Children's Literature by May Hill Arbuthnot	

Resources - For additional information and activities see:

1. RX Reading pp____
2. Sound Off pp____
3. Creative Writing pp____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp____
[✓ 6.] Language Basal pp ____ 401
7. ____________ pp____
8. ____________ pp____

Grade 6 Oral Communication Informal

Speaking

OBJECTIVE: To order ideas and information

SKILL/CONCEPT: Students use organizational skills to share ideas and information effectively.

SUGGESTED ACTIVITIES	NOTES
1. Read a few short paragraphs to students from a content area book (science or social studies). Students then tell the main points about what was read.	
2. Read several paragraphs to the students from the Diary of Ann Frank and then read three different summary sentences. Ask students to select the sentence which best summarizes the paragraphs.	
3. Students research and summarize their findings about the origin of Hanukkah/Christmas. This data is constructed in a "new form" — a play — to be presented to class.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 402
7. __________ pp_____
8. __________ pp_____

Grade 6 — Oral Communication — Informal

Speaking

OBJECTIVE: To interpret through creative expression

SKILL/CONCEPT: Students retell stories, role play, and engage in choral speaking.

SUGGESTED ACTIVITIES	NOTES
1. Students role play a television newscast portraying the anchor person, weather person, sports person and commentator.	
2. Students tell the story about Robin Hood. Role play the character of his/her choice, and extend the character's problem as it relates to their experiences providing a solution for the new situation.	
3. Students read poetry individually and in unison. Students recognize the importance of punctuation and the meaning it provides for the listener. The following guidelines could be utilized: a. Comma - pause b. Period - voice drops c. Question mark - voice rises d. Quotation mark - use expression e. No punctuation at end of a line - continue to read - no break	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 403
7. __________ pp____
8. __________ pp____

Grade 6 Oral Communication Informal

Speaking

OBJECTIVE: To use interpretive language in speech

SKILL/CONCEPT: Students interpret figurative or colloquial language in daily communications.

SUGGESTED ACTIVITIES	NOTES
1. Students use colloquial language in a puppet theatre production to dramatize an event of the neighborhood. a. "Hi man - What's happening?" b. "Just a wreck!" 2. Students combine their efforts to produce a photographic story of a world event. a. Collect photographs of world leaders and events from magazines. b. Arrange materials sequentially. Produce the story. c. Role play. Use as much figurative language as possible.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 404
7. ___________ pp____
8. ___________ pp____

Grade 6 Oral Communication Informal

Speaking

OBJECTIVE: To use interpretive language in speech

SKILL/CONCEPT: Students interpret figurative language in daily communications.

SUGGESTED ACTIVITIES	NOTES
3. Students use hyperbole, alliteration, simile, metaphor, and personifications. Students write their own and share with class, stressing how they are sometimes used in daily conversation: Students can identify these figures of speech.	

a.	As cold as ice	(simile)
b.	I almost died laughing.	(hyperbole)
c.	The sun was a yellow ball.	(metaphor)
d.	Little Lucy licked lemon lollipops.	(alliteration)
e.	As strong as an ox	(simile)
f.	All the world's a stage.	(metaphor)
g.	I've told you that a thousand times.	(hyperbole)
h.	The rabbit said, "I'm late."	(personification)

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ___ 8. ___________ pp____

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Grade 6 Oral Communication Informal

Speaking

OBJECTIVE: To demonstrate fluent and creative expression

SKILL/CONCEPT: Students describe objects, pictures, ideas and events.

SUGGESTED ACTIVITIES	NOTES
1. Students describe objects and events in complete sentences. Encourage the use of the thesaurus and dictionary with this activity. a. (road) - I scampered down the leaf-covered road to my aunt's home. b. (tree) - He galloped around the chestnut tree. 2. Students describe and classify objects, pictures, events, collections, and ideas in small group sessions. Use a container to store cards with names of objects, pictures, etc. Pull several cards at random and categorize. Explain each categories and justify why each card is placed in each. 3. Students infer, summarize from research, and present findings using: "The Horn of Roland" by J. Williams a. How are symbols used today to arouse feelings? b. How are objects used as symbols?	

Resources - For additional information and activities see:

1. RX Reading pp____ 3. Creative Writing pp____ 5. Basal Reading pp____ 7. ________ pp____
2. Sound Off pp____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 406 8. ________ pp____

Grade 6 Oral Communication Formal

Speaking

OBJECTIVE: To participate in discussion

SKILL/CONCEPT: Students practice discussion skills in the decision-making process.

SUGGESTED ACTIVITIES	NOTES
1. Students are involved in small group discussions. The facilitator points out deterrents to the decision-making process. Students are then requested to think about those skills that promote the decision-making process, such as the following: a. Take turns to speak b. Listen to what each speaker has to say c. Avoid repetitions where possible d. Extend ideas that promote creative thinking e. Consider all available information (positive and negative) f. Evaluate information, etc.	
2. Students discover a problem relating to boys-girls use of campus. Small groups meet and share this information with teacher. Further study is made. Groups meet and share alternatives to solve the problem. A possible course of action could be: a. Group receives approval of principal. b. Monitors are designated. c. Simple badges are made. d. Schedule is established.	

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 6 Oral Communication Formal

Speaking

OBJECTIVE: To participate in discussion

SKILL/CONCEPT: Students practice discussion skills in the decision-making process.

SUGGESTED ACTIVITIES	NOTES
3. Student representatives are elected from each class. Each presents to his or her class a plan for a student activity. All representatives meet to discuss proposed activities from various classes. Final concensus of a flexible plan is achieved.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 408
7. __________ pp_____
8. __________ pp_____

Grade 6 Oral Communication Formal

Speaking

OBJECTIVE: To interpret the author's mood, tone, and emotions

SKILL/CONCEPT: Students use choral speaking to express author's feelings.

SUGGESTED ACTIVITIES	NOTES
1. Students enjoy a choral speaking exercise delivered by another class. Afterwards, class discussion can be initiated by asking the following questions: a. Why did you enjoy the choral speaking today? b. How did the passage make you feel? 2. Students are provided popular folk ballads. Discuss certain features of folk ballads. A volunteer models choral speaking of the refrain type for the group. 3. Students become aware of choral speaking arrangements — namely part arrangement and unison. They work to free themselves of personal inhibitions. Students choose various literary works to develop the sense of the writers before making presentations to an audience. Example: "Bar the Door" - Anonymous	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 409
7. ___________ pp____
8. ___________ pp____

Grade 6 Oral Communication Formal

Speaking

OBJECTIVE: To present an address before an audience

SKILL/CONCEPT: Students deliver messages and conduct school exercises.

SUGGESTED ACTIVITIES

1. Students receive and effectively deliver a message from the office to the class.

   Examples:

   a. "Good morning Mrs. ________. May I deliver this message from the office to your class? Thank you."
   b. "Good morning fellow students, all students are to to to the auditorium at 9:45 a.m. Please use the seating area assigned to your class ... Thank you."

2. Students conduct the opening exercise for a student assembly and/or use the public address system to deliver pertinent information of the day.

   Example:

   a. "Will you please rise, salute the flag and sing a stanza of the Star Spangled Banner?" "Thank you."

NOTES

Resources - For additional information and activities see:

1. RX Reading pp_____ 3. Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp _____ [✓ 6.] Language Basal pp ___ 8. ___________ pp____

Grade 6 Oral Communication Formal
Speaking

OBJECTIVE: To present an address before an audience

SKILL/CONCEPT: Students deliver messages and conduct school exercises.

SUGGESTED ACTIVITIES

NOTES

3. Students prepare, coordinate, and direct a program for an assembly. They address poise, voice control and proper use of the microphone to produce a stimulating, effective program.

   Possible procedure:

   a. The student council assembles to decide on a program they would like to present to the assembly.
   b. A popular song to suit the occasion can be selected.
   c. The song will be presented with a chorus line dance.
   d. Practice, directing, etc. is scheduled.
   e. The program is delivered.

Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 6 Written Communication Word Recognition

Reading

OBJECTIVE: To use word attack skills to decode words

SKILL/CONCEPT: Students identify and apply variant vowel sounds to strengthen word attack skills.

SUGGESTED ACTIVITIES	NOTES
1. Write words such as toy, joy, join, soil, cause, auto, draw, paw, cloud, out, etc. on flash cards. Students take turns choosing a flash card and saying at least two words that have the same vowel sound as the word on the card.	
2. Give students a group of sentences leaving out the correct words. Make a list of words that belong with the sentences. Have students find the correct word and print it on the line. a. I helped father cut the green _______. b. A baby deer is a _______. c. We drink milk with a _______. WORD LIST: fawn saw straw lawn claw crawl	
3. Using a story in the basal text, students identify and list all the words that contain a variant vowel sound stated by the teacher. Limit the time to five minutes — may be done as group activity or an individual activity. Sources: a. Basal vocabulary from reader b. Spelling words c. Content area text	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
[✓ 2.] Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

OBJECTIVE: To translate unfamiliar words through the use of context clues

SKILL/CONCEPT: Students use context clues to understand the meaning of words.

SUGGESTED ACTIVITIES	NOTES

1. Give examples of how context clues can help students figure out words that are unfamiliar, such as:
   - a. The rationale stated four reasons for doing it.
   - b. The boy was weary and tired after the long walk.
   - c. It was lucid and clear as a bell.

2. Students read a story and fill in missing words, recognizing how they add meaning.

One day after __1__, Jean and Mrs. Young were __2__ in the kitchen. While Mrs. Young __3__ supper, Jean read aloud from her __4__.

Mrs. Young began cutting __5__. Tears came __6__ from her eyes. At the same __7__ Jean had come to the __8__ part of her book.

Mrs. Young was __9__ and crying at the __10__ time.

1. school
2. together
3. fixed
4. book
5. onions
6. running
7. time
8. funniest
9. laughing
10. same

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____
2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 413 8. __________ pp____

Grade 6

Written Communication

Reading

Word Recognition

OBJECTIVE: To translate unfamiliar words through the use of context clues

SKILL/CONCEPT: Students use context cues to understand the meaning of words.

SUGGESTED ACTIVITIES	NOTES
3. Write a paragraph on a file folder. On top of every fifth word a piece of construction paper is placed hiding the word from view. Direct the students to read the selection and supply the missing words. This activity is self-correcting in that the students lift up the little piece of construction paper to see if they were right or wrong.	

Roberto picked up the ☐ . It	(phone)
would not work. ☐ phone doesn't	(The)
work, Mama, ☐ said. The storm	(he)
must ☐ broken the wires.	(have)

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. __________ pp____

Grade 6

Written Communication

Reading

Comprehension

OBJECTIVE: To identify facts, opinions, and propaganda

SKILL/CONCEPT: Students get meaning and process information through fact and opinion exercises.

SUGGESTED ACTIVITIES	NOTES

1. Students are presented with common expressions in sentence form. They must differentiate fact from opinion, fact from propaganda.

   a. _______ It is a beautiful day (fact/opinion)

   b. _______ The sun is shining. (fact/opinion)

   c. _______ Cows give milk. (fact/opinion)

   d. _______ Russian cows give more milk than other cows. (fact/opinion)

2. Provide magazines and newspapers for activity. find advertisements that illustrate different propaganda techniques and paste them in a scrapbook under such headings as "jump on the bandwagon," "testimonials by famous people," "slogans," and "appeals to status."

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. __________ pp____
8. __________ pp____

Grade 6 Written Communication Comprehension
Reading

OBJECTIVE: To identify facts, opinions, and propaganda

SKILL/CONCEPT: Students get meaning and process information through fact and opinion exercises.

SUGGESTED ACTIVITIES	NOTES
3. Have students bring to school empty cereal boxes and labels from canned goods. Place these in a learning center and direct students to read labels. Then have students collect newspaper and magazine advertisements for each product. Students can identify how manufacturers and ad agencies try to influence them to buy products. As an extended activity, have each student write a commercial or ad to sell a product to his or her classmates. Discuss the various techniques of propaganda that are used.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

Grade 6

Written Communication Comprehension
Reading

OBJECTIVE: To recognize character elements as an aid to reading comprehension

SKILL/CONCEPT: Students associate character names with the appropriate character traits and attitudes.

SUGGESTED ACTIVITIES	NOTES
1. Ask two or three students to role play selected television characters. Other students are to identify the characters being dramatized. Encourage the students to tell what details helped them identify the characters.	
2. Ask each student to write four or five descriptive sentences about a favorite story book character. Each student reads aloud his or her descriptions while the other students try to identify the character.	
3. Instruct each student to draw a picture of a person or animal that could be a main character in a story. Then have the student record descriptive words and other elements that aid to character identification.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp_____
8. ____________ pp_____

Grade 6

Written Communication

Reading

Comprehension

OBJECTIVE: To adjust rate of reading

SKILL/CONCEPT: Students adjust reading rate to the reading situation.

SUGGESTED ACTIVITIES	NOTES
1. Help the students develop a rapid rate of reading by teaching them to read in thought phrases. Provide reading materials at student's readability level. Direct the students to use slashes to divide sentences into phrases. Your eyes/can see/several small words/at a time. 2. Help students to increase their rate of reading by teaching them to skim. Students look for key words in a selection (these are usually nouns and verbs) and identify them.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 6

Written Communication

Reading

Comprehension

OBJECTIVE: To assess rate of reading

SKILL/CONCEPT: Students adjust reading rate to the reading situation.

SUGGESTED ACTIVITIES	NOTES
3. Explain the three reading rates and gives examples of each. a. Normal Rate - used when reading to find answers to questions, to solve story problems, to see the relation of details to the main idea. b. Rapid Rate - used when skimming to find a particular answer, to determine the main idea of a selection, to review something that was previously read, to find a word in the dictionary, telephone book, or encyclopedia. c. Study Rate - used when trying to master content, to note the particular sequence of events, to follow directions for an experiment or recipe, to outline or take notes. Provide materials and exercises to give practice in using different reading rates.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____

2. Sound Off pp_____

3. Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp_____

[✓ 5.] Basal Reading pp_____

6. Language Basal pp_____

7. ________ pp_____

8. ________ pp_____

Grade 6 Written Communication Comprehension

Reading

OBJECTIVE: To categorize information to develop an outline

SKILL/CONCEPT: Students select appropriate pieces of information to construct an outline.

SUGGESTED ACTIVITIES	NOTES
1. Select a list of words which can be grouped into three main categories, i.e., countries of the world, states in the United States, cities in Louisiana. Students group words under the major headings.	
2. Students brainstorm on a topic such as computer games, peer pressure or homework. Students contribute any words or ideas that come to their minds. One person acts as the secretary for the group and keeps a list of all the ideas on the board. Students then organize the ideas into an outline.	
3. Students make an outline of their own on a reading assignment or research project, given major headings such as: a. Information on a Country I. Geography II. Climate III. Government b. Biography I. Early years II. Personal attributes III. Significant events in life	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____ 3. Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. ___________ pp_____

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Grade 6 Written Communication Study Skills
Reading

OBJECTIVE: To use study skills

SKILL/CONCEPT: Students adjust reading rate to materials and purposes.

SUGGESTED ACTIVITIES	NOTES
1. Students skim an encyclopedia article to locate the answer to specific questions. For example: a. What is the date of Lincoln's death? b. What is the distance from the earth to the moon? c. How fast does sound travel? 2. Distribute newspapers to the group. Students skim the paper to find an article about a specific topic or person named by the teacher. The activity can be timed. Examples: a. Sports b. Comics c. Want Ads 3. If students have favorite stories they can share with classmates, they can read them into the tape recorder for other students to hear. Students must be aware of their rate of reading the selected materials.	

Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp____
2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 421 8. ___________ pp____

Grade 6 | Written Communication | Study Skills

Reading

OBJECTIVE: To practice using library skills

SKILL/CONCEPT: Students use a card catalog and understand how library books are arranged.

SUGGESTED ACTIVITIES	NOTES
1. Take the students to the library to teach them how to use the card catalog. After they are aware of the three types of cards (author, title, and subject) students are asked to name some of their favorite topics, authors, and book titles. The students use the card catalog to see if the school library has books in various categories.	
2. Introduce the call numbers and other information found in the upper left hand corner on cards in the card catalog. Explain that the library has an area for fiction books and that they are arranged in alphabetical order by the author's last name. Students are informed the B tells that a book is a biography and is classified under the last name of the person whose story it tells. Point out that nonfiction books have numbers and are classified by the Dewey Decimal System. The students are then shown where books in each category are located. Supply each student with a list of books to locate.	
3. Discuss with the students the various reference books that are found in the library, their uses and why they can not be taken out. Students also learn that there is an R on cards of reference books. Provide each student with an assignment which calls for the use of two or more reference books.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp_____
8. ___________ pp_____

Grade 6

Written Communication
Reading

Study Skills

OBJECTIVE: To practice using an almanac.

SKILL/CONCEPT: Students acquire table reading skills by using an almanac.

SUGGESTED ACTIVITIES	NOTES
1. Students are provided with various reference sources, including an almanac. Students make tables about countries in Africa according to population, climate, area, and the year that each was founded. The pages are then stapled together to make a booklet.	
2. Provide students with almanacs and task cards which contain questions about sports figures. Students read each question and then locate the information in the almanac to answer the questions. This information is presented in table form; thus the students have practice in reading tables. A game may be made out of this activity by dividing the class into teams and setting a time limit for finding the answer. a. Who won the Super Bowl in 1978? b. Who was the leading pass receiver in the NFL in 1975? c. Who won the men's single badminton championship in 1979?	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5] Basal Reading pp_____
6. Language Basal pp_____
7. __________ pp_____
8. __________ pp_____

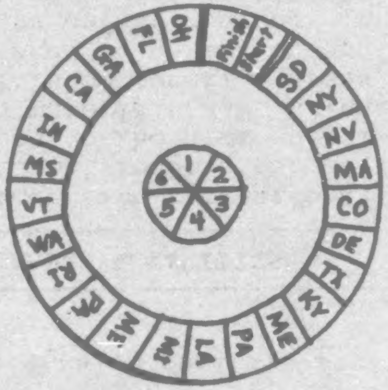
Grade 6 Written Communication Study Skills

Reading

OBJECTIVE: To practice using an almanac

SKILL/CONCEPT: Students acquire table reading skills by using an almanac.

SUGGESTED ACTIVITIES	NOTES
3. An almanac and a game board that lists states by their abbreviations are needed for this activity. Students place their tokens on start and then spin a spinner to see how many spaces they can move. When an individual lands on a space, he or she must 1) identify the state by its abbreviation, and 2) look at the table in the almanac that indicates the highest and lowest temperature ever recorded. If the player correctly identifies the state and reads the table correctly, he or she can stay on the state; if not, he or she must return to his or her original place. The first player to cross the finish line is the winner.	



Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. ___________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. ___________ pp____

Grade 6

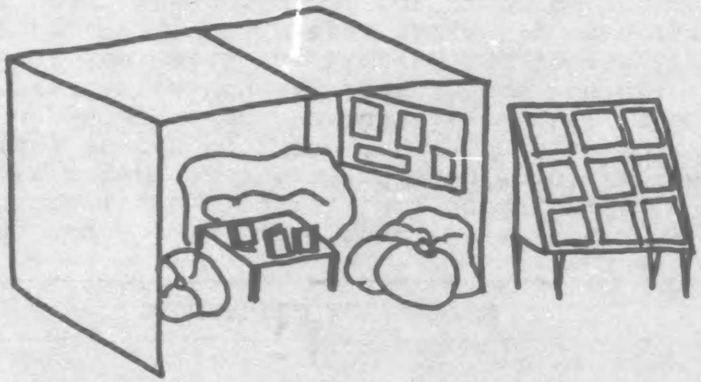
Written Communication Appreciation

Reading

OBJECTIVE: To utilize recreational reading materials

SKILL/CONCEPT: Students develop positive feelings about reading.

SUGGESTED ACTIVITIES	NOTES
1. An effective way of increasing recreational reading is to establish a recreational reading corner in the classroom. Have students design the area and also set rules for using it. Reading materials may include baseball and football cards, pamphlets of vacation areas, maps, periodicals, books related to interests and other things that will "turn students on" to reading. Encourage students to utilize as many different kinds of materials as possible.	



Resources - For additional information and activities see:

① RX Reading pp_____ 3. Creative Writing pp_____ ⑤ Basal Reading pp_____ 7. __________ pp____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ 6. Language Basal pp ___ 8. __________ pp____

Grade 6

Written Communication

Reading

Appreciation

OBJECTIVE: To utilize recreational reading materials

SKILL/CONCEPT: Students develop positive feelings about reading.

SUGGESTED ACTIVITIES	NOTES
2. Display pleasure reading books and materials to help students understand more about themselves. Various topics to be considered are friendships, family, life, getting along with others, love and understanding, physical handicaps, and death. Suggested books are: a. So Long, Grandpa by Elfie Donnelly b. Hey, Remember Fat Glenda? by Lila Perl c. Some Friend by Carol Carrick	
3. Set up a variety of special interest groups that students may join. Sports, industrial arts, sewing, and pet care are suggested interest groups. Students join the groups that interest them and gather information about their special area. Students set up interest centers to display products, books and articles, pictures, and other materials on their interest.	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____	3. Creative Writing pp_____	[✓ 5.] Basal Reading pp_____	7. ____________ pp____
2. Sound Off pp______	[✓ 4.] State L.A. Curriculum Guide pp ____	6. Language Basal pp ___	8. ____________ pp____

Grade 6

Oral
Reading Communication

Appreciation

OBJECTIVE: To demonstrate an awareness of body language

SKILL/CONCEPT: Students role-play the development of language.

SUGGESTED ACTIVITIES	NOTES
1. Students assume that language, as we know it today, has not been developed. Students demonstrate in small groups a problem that they are encountering. The group interprets the meaning(s) from the body — movements and provides a solution. For example: Social Studies: Pre-historic man's search for food.	
2. Students assume that language has not been developed. Their task is to develop a classification system for objects found or located in their community. Role-playing may be used.	
3. Students assume that language has not been developed. Students develop a body-movement sound system for language based on body language of individuals of the community (research project). Students gradually invent symbols that can be used for reading. (Time to be set by group involved). Example: Head movement: down with pleasing look ("I agree" "OK.")	

Resources - For additional information and activities see:

[✓ 1.] RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

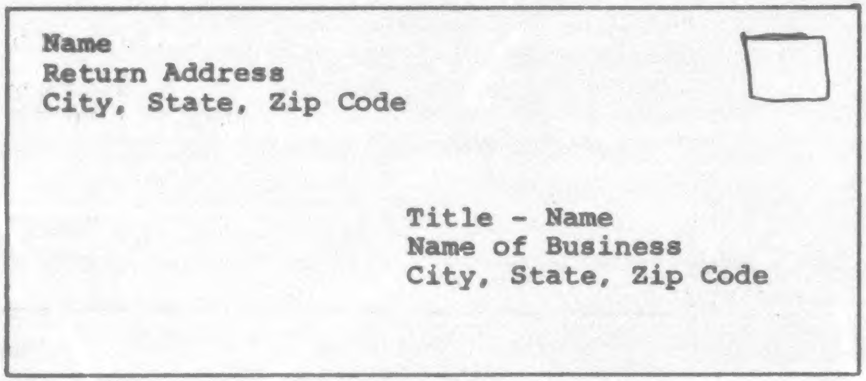
Grade 6 Written Communication Mechanics

Writing

OBJECTIVE: To state and request information

SKILL/CONCEPT: Students demonstrate ability to use correct format in writing letters.

SUGGESTED ACTIVITIES	NOTES
1. Students address envelopes for business letters. Example:	


Name
Return Address
City, State, Zip Code
Title - Name
Name of Business
City, State, Zip Code

Resources - For additional information and activities see:

1. RX Reading pp____ 3. Creative Writing pp____ 5. Basal Reading pp____ 7. ________ pp____

2. Sound Off pp____ ④ State L.A. Curriculum Guide pp ____ 428 ⑥ Language Basal pp ___ 8. ________ pp____

Grade 6 Written Communication Mechanics

Writing

OBJECTIVE: To state and request information

SKILL/CONCEPT: Students demonstrate ability to use correct format in writing letters.

SUGGESTED ACTIVITIES	NOTES

2. Students learn form for business letter and write a letter requesting information.

Example:

Address
Date

Company's Name
Address

Greeting:

____

____

BODY

____

Complimentary Close
Signature

3. Students write letter and address envelope to the newspaper editor, tourist information bureau or a company requesting an annual report.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 429
7. __________ pp____
8. __________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To practice writing an outline

SKILL/CONCEPT: Students research and write outlines for reports.

SUGGESTED ACTIVITIES	NOTES
1. Students review the format of a topic outline then practice writing an outline based on materials from an encyclopedia. 2. Students outline chapters from science or social studies texts. Example: I. Barn Owls A. Sensitivity to light 1. daylight hurts eyes 2, sleep during day B. Nocturnal Behavior 1. use ears and nostrils to find food 2. hunt at night 3. travel effortless in darkness	

Resources - For additional information and activities see:

1. RX Reading pp_____	3. Creative Writing pp_____	5. Basal Reading pp_____	7. __________ pp____
2. Sound Off pp_____	[✓ 4.] State L.A. Curriculum Guide pp ____	[✓ 6.] Language Basal pp ___ 430	8. __________ pp____

Grade 6 Written Communication Composition
Writing

OBJECTIVE: To practice writing an outline

SKILL/CONCEPT: Students research and write outlines for reports.

SUGGESTED ACTIVITIES	NOTES
3. Students develop outlines on their own by carefully observing objects in their immediate environment. birds, snakes, houses, trees They can organize ideas according to sensory images. For instance, an outline on the topic of houses could be organized according to visual and tactile images. I. Visual A. Two story B. Porch on side C. Window air-conditioning units II. Tactile A. Peeling paint B. Worn and cracking weatherboards	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
3. Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___ 431
7. ____________ pp____
8. ____________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To demonstrate skill in using specific organizational patterns in writing

SKILL/CONCEPT: Students arrange factual material logically, classify items and make comparisons.

SUGGESTED ACTIVITIES	NOTES
1. Students prepare a family tree or time line of events from social studies. Each student makes a time line of his or her life (called a Lifeline) from the time of birth to the present. He or she chooses the events and puts a date on each event. Begin Kindergarten, 1976 MATERIALS: twine, pair of scissors, tagboard, and scotch tape After making cards for each event, he or she orders them chronologically and attaches the cards to his or her Lifeline Leave enough room between cards to add events. A section of the room can be designated as Lifelines Display Area.	
2. Explain the process of organizing paragraphs by analogy (which means comparing two things that are not alike but have similar characteristics). In Life on the Mississippi, Mark Twain compared a river boat pilot's memorization of the river to memorizing the details of a city street. Teacher could take from a magazine or newspaper a description of a good deed someone has done. Example: Police Officer Starts a Youth Club Have students make an analogy with the legend of Saint Nicholas, John McDonogh or similar persons noted for altruism and/or philanthropy.	

Resources - For additional information and activities see:

1. RX Reading pp_____ [✓ 3.] Creative Writing pp_____ [✓ 5.] Basal Reading pp_____ 7. ___________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp _____ [✓ 6.] Language Basal pp _____ 8. ___________ pp_____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To demonstrate skill in using specific organizational patterns in writing such as chronological sequence, classification and comparison

SKILL/CONCEPT: Students arrange factual material logically, classify items and make comparisons.

SUGGESTED ACTIVITIES	NOTES
3. Present a format for taking a survey, such as:	

SURVEY FACT SHEET

Survey Topic - Video Game Players

In the spaces below write the questions you will ask.

A. How often do you play video games (times per week)?

B. How much money do you spend weekly on video games?

C. Which video games do you like best?

	Question A	Question B	Question C
Student 1			
Student 2			
Student 3			
Student 4			

Students summarize results.

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp _____

[✓ 5.] Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ___________ pp____
8. ___________ pp____

Grade 6

Written Communication

Writing

Composition

OBJECTIVE: To compose factual and persuasive materials

SKILL/CONCEPT: Using news articles as models, students write a concise report, an opinion piece, and an advertisement.

SUGGESTED ACTIVITIES	NOTES
1. Provide students with several news stories and show them how the articles answer the 5 W's and H — what, who, when, where, why and how. Students then write a similar report on a recent event of interest to them. Examples: a. Neighborhoods Initiate Block Parties for Halloween. b. Are Video Games Dangerous to Your Health?	
2. Provide, from the newspaper, models of opinion pieces such as editorials, columns, or letters to the editor. Students write a persuasive essay in one of these forms, in which he or she identifies a problem and presents an opinion, using logical arguments to persuade the reader to agree. Examples: a. Why we should have a four day school/work week. b. The age for issuing a driver's license should be raises/lowered. c. Every classroom should have a computer.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
[✓ 6.] Language Basal pp ___
7. ____________ pp____
8. ____________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To compare factual and persuasive materials

SKILL/CONCEPT: Using news articles as models, students write a concise report, an opinion piece, and an advertisement.

SUGGESTED ACTIVITIES	NOTES
3. Discuss advertisements which appear in newspapers and magazines. Example: "Sail the Carribbean with a Charming Prince" Aboard the Swedish Royal Prince, you'll get royal treatment. Drinks by the pool, wine and cheese in your stateroom. Whirlpools and massages. Elegant meals. Glittering entertainment fun-filled days and nights under the stars. Students write an advertisement for something which would be popular, such as a trip to Walt Disney World and one for something unpopular, such as spinach or homework. Students include the benefits to be gained or needs to be filled when using this product, taking this trip, or doing this homework.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp _____

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. ___________ pp____
8. ___________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To practice researching specific topics

SKILL/CONCEPT: Students practice note taking, using references, choosing topics and writing reports.

SUGGESTED ACTIVITIES	NOTES
1. Students read or listen to a story and take notes. Then review the story to answer who, what, where, why, when, and how questions, keeping answers as short as possible. Answers to these questions are used to write a short report on story topic.	
2. Students use reference materials to research topics of interest. They take notes, prepare outlines, and write reports based on the information discovered during research. Students can choose from several topics — ghosts, vampires, superstitions, computers, money, dogs, or using dictionaries and/or encyclopedias. Students find facts about their topics and make notes answering the who, what, where, why, when, and how questions. They write reports and present to the class.	
3. Students research a topic of their own choice, limit the contents and scope of their topics, take notes, cite quotations, use note card techniques, prepare outlines, document their sources, and prepare and categorize bibliographies. This documentation may be done in the form of a tape recording, TV news broadcast, etc.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____

[✓ 3.] Creative Writing pp_____

[✓ 4.] State L.A. Curriculum Guide pp ____

5. Basal Reading pp_____

[✓ 6.] Language Basal pp ___

7. __________ pp____
8. __________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To practice vocabulary skills

SKILL/CONCEPT: Students identify and use descriptive words in context.

SUGGESTED ACTIVITIES	NOTES
1. Read to students or have them read a paragraph and underline the words that describe loud or soft sounds. After the paragraph is read, students choose a topic and write a paragraph using as many descriptive sound words as possible to describe the topic. Remind the students that they want the reader to hear and experience the sounds being described.	
2. Show a picture and ask students to describe the picture as if no other person could see it but them. The descriptive words are listed on a chart or chalkboard. Students keep add-on lists for their own use. They use thesaurus or dictionary to add to their lists. Distribute pictures to students and have them write paragraphs describing what is seen in picture.	
3. Students are asked to keep a log of daily activities, places visited or a special field trip. Periodically they are asked to share their descriptive stories with group.	

Resources - For additional information and activities see:

1. RX Reading pp_____ [✓ 3.] Creative Writing pp_____ 5. Basal Reading pp_____ 7. ___________ pp_____

2. Sound Off pp_____ [✓ 4.] State L.A. Curriculum Guide pp_____ [✓ 6.] Language Basal pp ___ 8. ___________ pp_____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To practice different writing skills

SKILL/CONCEPT: Students practice a variety of writing forms.

SUGGESTED ACTIVITIES	NOTES
1. Students write a daily journal entry. Initially, students write for five minutes. The time is increased as the year progresses. Explain the journal form. It is similar to a diary but students do not have to write very personal things in it. They may select one or two thoughts or events to write each day, such as: a. "On my way to school this morning, I saw . . . . ." b. "My best friend isn't my best friend anymore, and I feel very bad about that . . . . ." 2. Students express their feelings or personal accomplishments in writing. 3. Students write riddles, comic strips, poems, proverbs, or morals about their interests and accomplishments.	

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______

③ Creative Writing pp_____

④ State L.A. Curriculum Guide pp ____

5. Basal Reading pp_____

⑥ Language Basal pp ___

7. ___________ pp____
8. ___________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To practice writing as an artistic expression

SKILL/CONCEPT: Students use figurative language to enhance writing.

SUGGESTED ACTIVITIES	NOTES

1. Explain and give examples of simile and metaphor.

   a. SIMILE - a comparison of two different and dissimilar objects using the word "like" or "as"

      Example: "An Emerald Is as Green as Grass" by Christina Georgina Rosette

   b. METAPHOR - a comparison of two different and dissimilar objects. The comparison is implied rather than stated and "as" or "like" is not used.

      Examples:

      Christmas is church bells ringing.

      The highway was a silver ribbon.

      The tall pines were sentinels living the lonely road.

Give the first half of a simile and/or metaphor and the students complete them, such as:

a. The road was ______. (metaphor)
b. The shadows of the mansion lay like ______. (simile)
c. The grandfather clock stood in the den like _______.

Resources - For additional information and activities see:

1 RX Reading pp_____	[✓ 3] Creative Writing pp_____	[✓ 5] Basal Reading pp_____	7. ___________ pp____
2. Sound Off pp______	[✓ 4] State L.A. Curriculum Guide pp ____	6. Language Basal pp ___	8. ___________ pp____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To practice writing as an artistic expression

SKILL/CONCEPT: Students use figurative language to enhance writing.

SUGGESTED ACTIVITIES	NOTES
2. Give examples of hyperbole. a. I have tons of homework to do every night. b. It's hot enough to fry an egg on the sidewalk. c. This telephone bill will put me in the poorhouse. Students try writing sentences using hyperbole. 3. Explain and give examples of personification, i.e., attributing human qualities to a non-human object. Examples: a. "Run!" screeched the mother mouse. "That's not a toy. It's the master's cat." b. The roots of the tree reached down and held the earth firmly in its gnarled hands. c. The sparrows chatted busily with each about the spproaching storm. After discussing examples, students try writing sentences utilizing personification.	

Resources - For additional information and activities see:

1. RX Reading pp____ [✓ 3] Creative Writing pp____ [✓ 5] Basal Reading pp____ 7. ____________ pp____
2. Sound Off pp____ [✓ 4] State L.A. Curriculum Guide pp____ 6. Language Basal pp ____ 8. ____________ pp____

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Grade 6 Written Communication Composition
Writing

OBJECTIVE: To demonstrate creative writing

SKILL/CONCEPT: Students write traditional and experimental verse forms.

SUGGESTED ACTIVITIES	NOTES
1. Read examples of couplets, the simplest form of formal poetry, consisting of two lines of poetry bound together by a rhyme scheme. It may be any length. a. "My Last Duchess" by Robert Browning b. "The Tuft of Flowers" by Robert Frost BOOKS: a. It Doesn't Always Have to Rhyme by Eve Merriam b. Take Sky: More Rhymes of the Never was and Always Is by David McCord Then the students write a couplet about a favorite holiday. RESOURCES FOR THE TEACHER: a. Poetic Meter and Poetic Forms by Paul Fussell, Jr. b. The Forms of Poetry by Louis Untermeyer	
2. Students follow the above by creating two couplets and connecting them into a quatrain, a four line verse such as those found in greeting cards.	
3. Students can study a poem like, "The Pasture" by Robert Frost, which is composed of two quatrains. Students create a poem of their own about some living thing in a different setting. From this point, they may try writing two quatrains describing a city scene and a country scene and/or a quatrain about outer space.	

Resources - For additional information and activities see:
1. RX Reading pp_____
2. Sound Off pp_____
[✓ 3.] Creative Writing pp_____
[✓ 4.] State L.A. Curriculum Guide pp_____
[✓ 5.] Basal Reading pp_____
6. Language Basal pp_____
7. __________ pp_____
8. __________ pp_____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To demonstrate creative writing

SKILL/CONCEPT: Students write Oriental poetry.

SUGGESTED ACTIVITIES	NOTES
1. After the students have listened to many poems, committee of three students each create cooperative haiku verses. Show slides and/or pictures of landscapes or water to stimulate writing. The verses can be printed and mounted. 2. Read over a period of several days a number of haiku verses. Some books available are: a. Cricket Songs: Japanese Haiku translated by Harry Behn b. Haiku in English by Harold G. Henderson c. The Moment of Wonder: A Collection of Chinese and Japanese Poetry edited by Richard Lewis Students then work on syllabic patterns by using a pattern form. Give the students many opportunities to investigate objects relating to nature. 3. Duplicate a dozen or so selected Oriental verses. Students select the ones they like and interpret them through the use of phrases or summary sentences.	

Resources - For additional information and activities see:

1. RX Reading pp_____ ③ Creative Writing pp_____ 5. Basal Reading pp_____ 7. __________ pp_____

2. Sound Off pp_____ ④ State L.A. Curriculum Guide pp ____ ⑥ Language Basal pp ____ 8. __________ pp_____

Grade 6 Written Communication Composition

Writing

OBJECTIVE: To demonstrate creative writing

SKILL/CONCEPT: Students practice imaginative writing.

SUGGESTED ACTIVITIES

NOTES

1. Students rewrite fairy tales, legends, or tall tales changing plots and/or endings, such as:
    a. Bigfoot is captured. What happens next?
    b. Snow White refuses the apple. What will the wicked witch do next?

2. Students write their own fictionalized autobiographies accompanied by their self-portraits which may be self-drawn or a photograph. Discuss what pertinent events and persons might be included.
    a. Date and place of birth
    b. Number of siblings
    c. Parents and other family members
    d. First day of school
    e. Re-locations
    f. Hobbies
    g. Friends and ambitions

3. Students use personification in attributing human characteristics to such objects as a postage stamp, nail file, fire hydrant, or hair brush.

    Example: My travels through the United States
    (story of a postage stamp)

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp_____
③ Creative Writing pp_____
④ State L.A. Curriculum Guide pp _____
5. Basal Reading pp_____
⑥ Language Basal pp ___ 443
7. ____________ pp____
8. ____________ pp____

CONTENT

LISTENING

Listening skills can best be learned in situations which give every child opportunities to be an active participant. Listening, as viewed today, is more than following the directions of the teacher but involves more challenging experiences which require participants to do more than just sit quietly while someone talks. It is seen in forms of group discussions for planning, problem solving, decision making, etc. Participation requires thoughtful listening to the ideas and thinking of others so that there is a clear interplay of ideas and real thinking together to achieve a purpose or arrive at a conclusion. This meeting of the minds allows the child many opportunities to make an honest effort to interact with the thinking and planning of others. This ability is basic to silent reading for it allows the reader and the author to communicate.

Good listening habits should be encouraged throughout the school day. Some suggestions are listed for teachers to help students learn to listen.

1. Give clear and concise directions without repetitions. Tell students you will give directions only once and stick to this rule. Too much

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repetition encourages students not to listen.

2. Encourage students to listen to each other. The teacher should not repeat what another student says.
3. Give specific purposes for listening. Before the story is read or told, tell the students what they will find out as they listen.
4. Establish with students "what good listening is." Have students tell how they can be good listeners.
5. Make sure your speaking rate does not exceed the students' listening rate.
6. Be a good listener. Allow the students to talk.
7. Help students plan storytelling, reporting, and oral reading with emphasis on encouraging the audience to be good listeners.
8. Develop oral activities for following directions. Begin with one simple direction and gradually increase until several directions are given. Students listen and respond without the teacher repeating any directions.
9. Praise the students often for good listening habits. Motivation for listening is enhanced when the teacher says, "Good. I am proud that you did such a good job! It shows that you listened well?"
10. At the end of the day, let students tell you one thing they learned by listening. Tell them one thing you learned by listening during the day.

SPEAKING

Many students are eager, willing and able to engage in oral communication from the time they enter school. Students should be encouraged to improve their oral sharing and motivated to find many other ways to share their ideas, feelings, and daily experiences. Suggestions from the teacher will lead them to understand that they can:

- develop oral reports after painting a picture
- write a simple story to accompany a picture painted
- write a report at home and read it to the class
- use a toy microphone for radio and television broadcasts
- write news items, and pin the items to a news bulletin board
- publish a newspaper which contains news items, puzzles, poetry, games, and other information
- use puppetry to add interest to an oral report and to entertain an audience
- develop book reports to share with the class

Four major classifications of oral language activities are stressed by Van Allen in a language experience approach: (1) spontaneous expression, (2) presentation of dictation, (3) storytelling, and (4) reporting.

Spontaneous - Spontaneous expression is a priceless treasure in any learning situation. With this kind of interaction language learnings will move forward. Spontaneous expression is not only good for the student to interact in a positive way but it provides the feeling of security for the student slow to start reading and writing. The fluent child who would probably be bored with preselected reading materials can have free reign of personal language power in spontaneous expression.

Presentation of Dictation - Prior to doing any writing, the teacher should encourage the student to tell the whole story or idea. One or two ideas can be selected for recording. This procedure gives practice in selecting the main idea from all that has been said by the student.

Storytelling - There is no substitute for storytelling by the student in the development of the intellectual base for reading comprehension. When a student is able, from real experience or from imagination, to choose characters, a setting, and fabricates a plot that contains a climax and an ending, that child has demonstrated the abilities that are required to comprehend stories written by other authors. Until such abilities are developed, reading is likely to remain word-calling. Storytelling develops such language abilities as expressing ideas in thought units, using colorful and descriptive language, developing ideas in sequence, and choosing good action words. All of these are essential communicating abilities of the student who is successful as a reader of good literature.

Reporting - What one observes and hears can be reported. As one reports, formally or informally, there is need to name things, to tell how they move, and to describe them. Categories of description include color, size, shape, texture, sound, taste, smell, and feeling. An important aspect of sharing and reporting is the ability to communicate accurately and with organization so that the listener can follow. The teacher can develop and strengthen these abilities through the following questions: Did you really see or hear what you reported? Do you think other students understood your explanation? Did the students in the class listen while you gave your report? Older students organize their ideas and thoughts by outlining or listing major points of emphasis. They recognize that the purpose of reporting to the class is to supply information needed by the group as a whole, and so they try to give their reports in a manner both clear and interesting to the audience.

Sharing experiences provides the openness, the motivation, and many of the ideas on which other language abilities are developed.

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[1] Van Allen, Roach. Language Experience in Communication. Houghton Mifflin Company, 1976, pp. 104-106.

READING

As a teacher of reading, the greatest contribution one can make in improving the reading effectiveness of your students is through building and extending vocabulary. In order to establish a program for development of vocabulary there are certain principles which will guide vocabulary growth.

1. Since experience is the basis of learning, students should be given broad, stimulating experiences which are both concrete and vicarious. Concrete experiences are those in which the student is both personally and directly involved such as a field trip to the zoo or taking care of a pet or a plant in the classroom. Vicarious experiences are substitutes for concrete and direct experiences such as TV, films, filmstrips, models, looking at pictures and books. These experiences extend understanding and build vocabulary.
2. Reading vocabulary growth is gained by independent reading and by the teacher reading to students. It is of utmost importance for teachers to read to children and to encourage wide reading by students.

3. Planned instruction by the teacher can supplement vocabulary growth as well as enable students to read independently.
4. The use of context clues is a major tool for students in getting at the meaning of unknown words, as well as a knowledge of frequently occurring prefixes, suffixes, and roots. These self-help techniques are catalysts in unlocking the meanings of words.
5. A vocabulary program should help students become self-motivated and self-guided. Habits that assume responsibility for self progress in learning new words will promote long-term vocabulary growth.
6. As we live in a society immersed in propoganda, students need to know not only the meanings of words but also the power of words in controlling thoughts and actions.
7. The overall goal of the vocabulary program is to develop in students a sense of excitement, wonder and a feeling of pleasure in the words of our language and to instill in them the capacity to respond to language with perceptiveness and enthusiasm.[1]

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[1] Thomas, Ellen Laman and Robinson, H. Alan. Improving Reading in Every Class: A Sourcebook for Teachers. Allyn and Bacon, Inc., 1977, pp. 11-97.

Figures of Speech

Propaganda and Advertising Techniques

Comprehension abilities are promoted through a variety of classroom activities that emphasize topics such as:

1. Understanding Words
2. Comprehending Language Structure
3. Reconstructing the Writer's Meaning

WRITING

All children have something to say. Some have more to say than others. Some are more eager to share their thoughts and feelings than others. It is the imaginative, responsive, creative teacher who seeks ways to encourage students at all levels to communicate ideas. Students begin to communicate ideas and feelings at at an early age through pictures and picture stories. This early form of communication which was also practiced by early man can be motivation for all students. Students are able to write labels, captions, sentences, paragraphs, stories, and books to accompany these pictures. These activities become contributions to a class book or collected for individual books that can be placed in the school or class library.

Once students realize that others are interested in what they have to say and how they feel about certain subjects, they become fascinated with the exchange of ideas generated in a classroom during the day.

Listed below are some ideas to spark or motivate elementary students to write.

1. Share regularly original student's stories with the class. This will encourage the habit of appreciative listening and inspire in other students the desire to write stories and poems of their own.
2. When the time is right, the teacher may suggest that students think up an idea to write about and begin their own stories. The teacher may also suggest topics, titles, or special characters to encourage students to write.

3. Instruct students not to worry about neatness, but to get ideas on paper. If the students do not know know to spell a word, they may write the the-beginning sound and leave a space for that word. The teacher can write the word on a slip of tagboard for the student. These words also become part of the student's personal "word bank."
4. Be the "secretary" for slow writers to help them get started and record their ideas on paper.
5. Avoid interruptions about punctuation or spelling until stories are completed.
6. Encourage "teaming" with a friend to write. This will motivate some slower students.
7. If the students do not finish a story or poem, put it aside until they wish to come back to it.
8. Praise students for the variety of ways they express themselves. This will hopefully discourage copying and promote creativity.
9. Stories or poems may not always have a title. If the students want to title their work, this may be an added final touch.
10. Let students dictate stories to other students if they are having difficulty with the mechanics of writing.
11. Allow students to share their work if they wish. Sharing time might encourage other students to write so they can have something to share.

POETY

Children enjoy sharing their ideas with other children. It becomes an added treat when it is done in poetic forms or in rhyme. Described below are some examples you might want to try with your class.

HAIKU Three lines, seventeen syllables carefully strung together.

1st line	5 syllables
2nd line	7 syllables
3rd line	5 syllables

Write your own haiku. Often nature is used in this poetic telegram. Write a haiku about one of the things listed below.

Mountains
Gardens
Marsh
Butterfly
Space
Mother Nature
Lagoon
Rain
Owl
River
Eagle
Swamp
Tree
Lake
Pelican

Mother Nature - The earth is pretty.
The earth is magnificent.
We are her children.

CINQUAIN Type A

1st line - One word to give title.
2nd line - Two words to describe the title.
3rd line - Three words expressing action concerning the title.
4th line - Four words expressing feeling concerning the title.
5th line - One word which is a synonym for the title.

Try one! You'll like it!

Examples:

For Children

Santa
Wonderful fellow
Brightens each Christmas
With happiness and cheer
St. Nick

For Teachers

Teachers
Wise, dedicated
Working with children
Concerned with their problems
Miracle-workers

COUPLETS

A couplet is two lines that rhyme.

1. I like to fly
   Up in the sky.

2. My dog likes to bark
   Whenever it gets dark.

LIMERICKS

Read several limericks by Edward Lear so that the children can get the feeling of this poetry.

This humorous poetry form is fun to read and more fun to write.

Five lines long
Lines one, two, and five rhyme
Lines three and four may rhyme but they do not have to rhyme.

Almost anything goes!

There was an old witch with
   a cat
Who made a vile brew in a vat.
She's ugly and mean
A sight to be seen
In her shabby black pointed hat.

There was a small boy called Jake,
Who helped his mother to bake,
He poured in the flour,
For half an hour,
Which completely ruined the cake.

Try category limericks with your class--animals, holidays, sports, etc.

NURSERY RHYME

Write your own nursery rhyme using the first line from a favorite Mother Goose Rhyme.

Hickory dickery dock,
The bird fell off the rock,
The rock was high,
He had to fly,
Hockerty sockerty rock.

RHYMING RIDDLES

Write a riddle. Make up pairs of clues that rhyme. Like this . . .

All sizes and shapes
Covered in paper, ribbon, and tapes
You feel me and shake me
And say, "Now what can this be?"

Write a rhyme.
Begin with a two-line rhyme.

APPENDIX

Adoptions

READING

Harper and Row
Reading Basics Plus

DESCRIPTION

Reading Basics Plus is a developmental reading program designed to help below average, average, and above average children master the skills they need to become proficient readers. The program provides a system of sequential skills instruction from readiness through grade eight that is based on a total language approach to reading. This total language approach involves the teaching of five important skills areas: vocabulary development, sound and letter relationships, sentence building and analysis, comprehension, and study skills. Some built-in aspects which will benefit all pupils are:

a. character building traits included at all levels
b. classics at all levels
c. reteaching ideas provided at all levels
d. dramatic and creative skills on each level
e. readability below, above, and at grade level in each text
f. skills have been correlated with Louisiana Minimum Standards
g. bibliography of supplemental reading
h. parental involvement letters

Reading Basics Plus

152811	Get Ready, Readiness (1976)	1.23
152820	Get Set, Readiness (1976)	1.35
678763	Animal Alphabet Cards, Readiness (1976)	14.91
678771	Letter and Number Cards, Readiness (1976)	18.99
152838	Go Read, Readiness (1976)	1.35
678789	People Cards, Readiness (1976)	12.45
678797	Words and Sounds Cards, Readiness (1976)	12.45
643289	Pre-Reading Test for Readiness	7.47
643297	Post-Reading Test for Readiness	7.47
152846	Places and Puzzles, Preprimer (1976)	1.47
152854	Fish and Fables, Preprimer (1976)	1.47
152862	Rain and Riddles, Preprimer (1976)	1.47
152870	Workbook, Places and Puzzles, Fish and Fables, Rain and Riddles	1.47
678805	Select-A-Cards, Preprimers (1976)	51.93
646612	Duplicating Masters	10.77
152889	Workbook, Sounds and Signals A	1.47
643300	Pre-Reading Test, Preprimers	7.47
643319	Post-Reading Test, Preprimer	7.47
152897	Webs and Wheels, Primer (1976)	3.69
152900	Workbook — Webs and Wheels	1.56
678813	Language Charts, Primer (1976)	37.08
646620	Duplicating Masters	9.21
152919	Workbook, Sounds and Signals B	1.47
643327	Pre-Reading Test, Primer	7.47
643335	Post-Reading Test, Primer	7.47

152927	Socks and Secrets, First Reader (1976)	4.02
152935	Workbook, Socks and Secrets	1.71
678821	Language Charts, First Reader (1976)	37.08
643343	Duplicating Masters	9.81
152943	Workbook, Sounds and Signals C	1.47
643351	Pre-Reading Test, First Reader	7.47
643360	Post-Reading Test, First Reader	7.47
152951	Pets and Promises, Second Reader (1976)	4.47
152960	Workbook, Pets and Promises	1.80
646638	Duplicating Masters	9.21
152978	Workbook, Sounds and Signals D	1.47
643378	Pre-Reading Test, Second Reader	7.47
643386	Post-Reading Test, Second Reader	7.47
163469	Wings and Wishes (1977)	4.47
172346	Workbook — Wings and Wishes	1.98
667154	Placement Test — Wings and Wishes and Pets and Promises	9.72
152986	Trouble and Turnips, Third Reader (1976)	5.31
152994	Workbook, Trouble and Turnips	1.80
643394	Duplicating Masters	9.90
153001	Workbook, Sounds and Signals E	1.47
643408	Pre-Reading Test, Third Reader	8.76
643416	Post-Reading Test, Third Reader	8.76
163477	Clues and Clocks (1977)	5.31
172353	Workbook, Clues and Clocks	1.98
667162	Placement Test, Trouble and Turnips and Clues and Clocks	9.72

153010	*Dreams and Dragons, Fourth Reader* (1976)	5.88
153028	Workbook, *Dreams and Dragons*	1.80
643424	Duplicating Masters	10.23
643432	Pre-Reading Test, Fourth Reader	8.76
643440	Post-Reading Test, Fourth Reader	8.76
667170	Placement Test, Dreams and Dragons	9.72
153036	*Moccasins and Marvels, Fifth Reader* (1976)	5.97
153044	Workbook, *Moccasins and Marvels*	1.80
643459	Duplicating Masters	9.81
643467	Pre-Reading Test, Fifth Reader	9.00
643475	Post-Reading Test, Fifth Reader	9.00
667188	Placement Test, *Moccasins and Marvels*	9.72
153052	*Time and Tigers, Sixth Reader* (1976)	5.97
153060	Workbook, *Time and Tigers*	1.80
643483	Duplicating Masters	8.82
643505	Pre-Reading Test, Sixth Reader	9.00
643513	Post-Reading Test, Sixth Reader	9.00
667196	Placement Test, *Time and Tigers*	9.72

Scott, Foresman
Basics in Reading

DESCRIPTION

This developmental reading program provides teaching, practice, application and assessment of essential reading skills. This is accomplished through the development of the ability to identify words, comprehend, study effectively, thusly creating an interest and love for reading.

Basics in Reading contains stories designed to apply the skills being taught, and all grade levels follow the same teaching cycle (teach, practice, apply, assess, re-teach, and reinforce/enrich). The pacing chart assists the teacher in planning.

The program is designed for pupils who are considered "average" in learning and achievement. Special provisions are provided for all levels through continuous instruction and practice in essential skills. For those children who are "below average" frequent re-teaching, practice, and reinforcement are provided throughout the program. The program helps meet the needs of the "above average" through the Bonus Selections in the pupils' books and the many enrichment activities suggested in the Teacher's Editions.

Basics in Reading

154563	Hello Sunshine, Kindergarten	2.22
679209	Duplicating Masters	13.47
154571	First Feathers, Readiness	2.22
679217	Duplicating Masters	14.52
678888	End-of-Book Tests (pkg. of 35)	6.99
678839	Word Cards Readiness Level	12.87
154580	Puppy Paws, Preprimer 1	1.77
154598	Jumping Jamboree, Preprimer 2	1.77
154601	No Cages, Please, Preprimer 3	1.77
154610	Workbook	1.68
679225	Duplicating Masters	19.71
678896	End-of-Book Tests (pkg. of 35)	6.99
679019	Skills Tests (pkg. of 35)	14.97
678847	Word Cards Preprimer Level	19.95
154628	Dragon Wings, Primer	3.87
154636	Workbook	1.23
679233	Duplicating Masters	12.96
678904	End-of-Book Tests (pkg. of 35)	6.99
679027	Skills Tests (pkg. of 35)	13.98

NURSERY SCHOOL

154644	Calico Caper, Book 1	4.08
154652	Workbook	1.23
679241	Duplicating Masters	12.96
678912	End-of-Book Tests (pkg. of 35)	6.99
679035	Skills Tests (pkg. of 35)	13.98
678854	Word Cards Primer and Book 1 Levels	22.56
678862	Word Cards Complete Set (Readiness-Book 1)	54.00
678870	Pocket Chart (for use with all card sets)	19.95
679134	Placement Test Grade 1 (pkg. of 35)	8.97
154660	Daisy Days, Book 2/1	4.59
154679	Workbook	1.59
679258	Duplicating Masters	16.92
678920	End-of-Book Tests (pkg. of 35)	6.99
679043	Skills Tests (pkg. of 35)	14.97
154687	Hootenanny, Book 2/2	4.59
154695	Workbook	1.59
679266	Duplicating Masters	16.92
678938	End-of-Book Tests (pkg. of 35)	6.99
679050	Skills Tests (pkg. of 35)	14.97
679142	Placement Test Grade 2 (pkg. of 35)	8.97
154903	Ride A Rainbow, Book 3/1	4.59
154911	Workbook	1.77
679274	Duplicating Masters	19.71
678946	End-of-Book Tests (pkg. of 35)	6.99
679068	Skills Tests (pkg. of 35)	14.97
154920	Step Right Up!, Book 3/2	4.59
154938	Workbook	1.77
679282	Duplicating Masters	19.71
678953	End-of-Book Tests (pkg. of 35)	6.99
679076	Skills Tests (pkg. of 35)	14.97
679167	Placement Test Grade 3 (pkg. of 35)	8.97

154946	Flying Hoofs, Book 4	6.09
154954	Workbook	1.89
679290	Duplicating Masters	31.50
678961	End-of-Book Tests (pkg. of 35)	7.47
679076	Skills Tests (pkg. of 35)	18.21
679167	Placement Test Grade 4 (pkg. of 35)	9.18
154962	Fins and Tales, Book 5	6.09
154970	Workbook	1.89
679308	Duplicating Masters	31.50
678979	End-of-Book Tests (pkg. of 35)	7.47
679092	Skills Tests (pkg. of 35)	18.21
679175	Placement Test Grade 5 (pkg. of 35)	9.18
154989	Racing Stripes, Book 6	6.09
154997	Workbook	1.89
679316	Duplicating Masters	31.50
678987	End-of-Book Tests (pkg. of 35)	7.47
679100	Skills Tests (pkg. of 35)	18.21
679183	Placement Test Grade 6 (pkg. of 35)	9.18

Adoptions

LANGUAGE

Economy Company
Expressways, K-6

DESCRIPTION

The *Expressways* series K-6 is organized in instructional units which include skills from the major program strands of listening and reading, vocabulary, grammar and usage, mechanics, speaking and composition, nature of communication, language reference skills, and media. These color coded strands are presented in an easy to follow format.

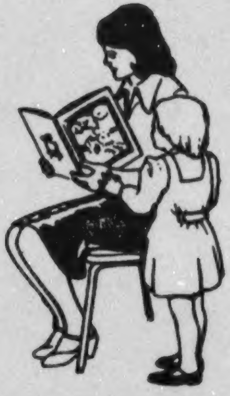
Emphasis is placed on learning word meaning and grammar in context. The speaking and composition strands are a part of every unit. Mechanics are not treated separately but are directly related to composition.

ORLEANS PARISH ADOPTED Economy Company

Expressways

183046	Level 1 (Consumable) (1981)	K-1	2.49
684340	Duplicating Masters		13.20
684357	Competency Skills Test (35)		11.97
684365	Posters		14.40
684373	Student Profile Folders (35)		9.45

Scott-Foresman Company
Language: Skills and Use (Readiness-6)



DESCRIPTION

Language Skills and Use (Readiness-6) places great emphasis on language expression and language structure. The textbooks are presented in a consistent teach-practice-apply format that stresses productive communication and functional understanding of how language works. The program teaches all the skills necessary for effective communication.

Highlights of the program that will be beneficial to students are:

A. Balanced language instruction
B. Strong composition strand
C. Complete skills program
D. Relationships reinforced between language arts and reading
E. A comprehensive testing program
F. Individualizing opportunities
G. Enrichment and reference materials

Language: Skills and Use

184135	Kindergarten, Consumable (1980)	K	2.72
184143	Grade 1, Consumable (1980)	1	3.05
184150	Workbook		1.08
685453	Test and Practice Masters		14.45
184168	Grade 2, Hardbound (1980)	2	5.73
184176	Grade 2, Consumable (1980)		3.27
184184	Workbook		2.06
685461	Test and Practice Masters		14.45
184192	Grade 3 (1980)	3	7.55
184200	Workbook		2.56
685479	Test and Practice Masters		25.86
685487	Cumulative Record Card, Grades 1-3 (1981)	1-3	13.56
184218	Grade 4 (1980)	4	7.77
184226	Workbook		2.69
685495	Test and Practice Masters		25.86
184234	Grade 5 (1980)	5	8.11
184242	Workbook		2.69
685503	Test and Practice Masters		25.86
184259	Grade 6 (1980)	6	8.26
184267	Workbook		2.69
685511	Test and Practice Masters		25.86
685529	Cumulative Record Card, Grades 4-6 (1981)	4-6	18.71

183053	Level 2 (Hardcover) (1981)	2	4.98
183061	Level 2 (Consumable) (1981)	2	2.79
684381	Duplicating Masters		15.60
684399	Competency Skills Test (35)		11.97
684407	Posters		15.99
684415	Student Profile Folders (35)		9.45
183079	Level 3 (1981)	3	7.47
183087	Activity Book		2.37
684423	Duplicating Masters		26.40
684431	Competency Skills Test (35)		21.48
684449	Posters		15.99
684456	Student Profile Folders (35)		9.45
183095	Level 4 (1981)	4	7.47
183103	Activity Book		2.37
684464	Duplicating Masters		27.60
684472	Competency Skills Test (35)		21.48
684480	Posters		15.99
684498	Student Profile Folders (35)		9.45
183111	Level 5 (1981)	5	8.37
183129	Activity Book		2.49
684506	Duplicating Masters		32.40
684514	Competency Skills Test (35)		25.20
684522	Posters		19.20
684530	Student Profile Folders (35)		9.45
183137	Level 6 (1981)	6	8.37
183145	Activity Book		2.49
684548	Duplicating Masters		34.80
684555	Competency Skills Test (35)		25.20
684563	Posters		19.20
684571	Student Profile Folders (35)		9.45

Adoptions

SPELLING

Economy Company
Keys to Spelling Mastery, 1-6

DESCRIPTION

Keys to Spelling Mastery provides a thorough, systematic study of words and spelling processes. Skill building activities in dictionary use and word building are also included. And, as a special feature, the series integrates spelling study with the overall objective of helping students communicate clearly in writing. The result is students who can spell and can use those spelling skills in writing.

Four Skills Strands Comprise Complete Spelling Program

Keys to Spelling Mastery provides a thorough, systematic study of four skill strands.

1. Spelling
2. Dictionary
3. Word Building
4. Written Expression

ORLEANS PARISH ADOPTED Economy Company

Keys to Spelling Mastery Series

Consumable

185991	Level 1 (1981)	1	2.58
687939	Duplicating Masters		22.80

Hardcover

185926	Level 2 (1981)	2	4.98
687863	Duplicating Masters		22.80
185934	Level 3 (1981)	3	4.98
687871	Duplicating Masters		22.80
185942	Level 4 (1981)	4	4.98
687889	Duplicating Masters		22.80
185959	Level 5 (1981)	5	4.98
687897	Duplicating Masters		22.80
185967	Level 6 (1981)	6	4.98
687905	Duplicating Masters		22.80

Scott, Foresman Company
Spelling: Words and Skills, 1-6

DESCRIPTION

Spelling: Words and Skills program consist of the following:

1. Word lists have input from children
2. Comprehensive skills program develops competence in nine major strands:
    a. Phonics
    b. World-structure
    c. Dictionary
    d. Proofreading
    e. Handwriting
    f. Etymologies
    g. Language conventions
    h. Word meaning
    i. Creative and functional writing
3. Consistent lesson patterns and directions make independent use possible
4. Four different kinds of Extension Lists make individualizing easy
5. Frequent review lessons with tests provide opportunities for self assessment
6. Complete, easy-to-use Teacher's Editions facilitate management
7. Thorough testing program helps track progress
8. Absorbing practice aids motivation and retention
9. Illustrations in a variety of art styles add visual appeal and help clarify concepts

Spelling: Words and Skills

Consumable

186767	Words and Skills 1 (1981)	1	2.81
688200	Practice Masters (60) (1980)		22.59

Hardbound

186692	Words and Skills 2 (1981)	2	5.76
688135	Practice Masters (60) (1980)		22.59
186700	Words and Skills 3 (1981)	3	5.76
688143	Practice Masters (60) (1980)		22.59
186718	Words and Skills 4 (1981)	4	5.76
688150	Practice Masters (60) (1980)		22.59
186726	Words and Skills 5 (1981)	5	5.76
688168	Practice Masters (60) (1980)		22.59
186734	Words and Skills 6 (1981)	6	5.76
688176	Practice Masters (60) (1980)		22.59

Adoption

HANDWRITING

Zaner-Bloser
Creative Growth With Handwriting

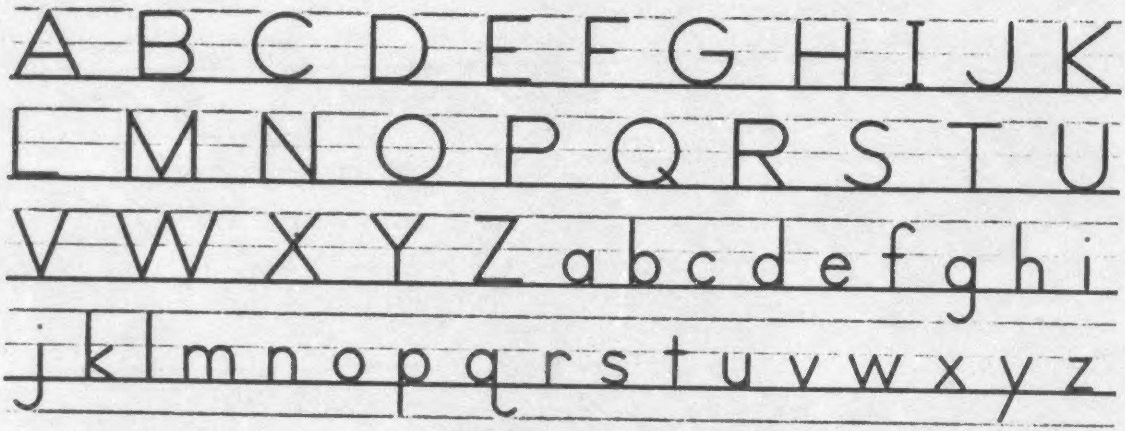
DESCRIPTION

Creative Growth With Handwriting offers the teacher motivational, full-color, beautifully illustrated handwriting texts. Critical concepts and skills necessary for future success in handwriting are stressed. Activities providing new and creative ways to communicate in writing include letter writing, cartoon captions, story endings, etc. Legibility, neatness and speed are emphasized in a variety of situations covering all area of the curriculum.

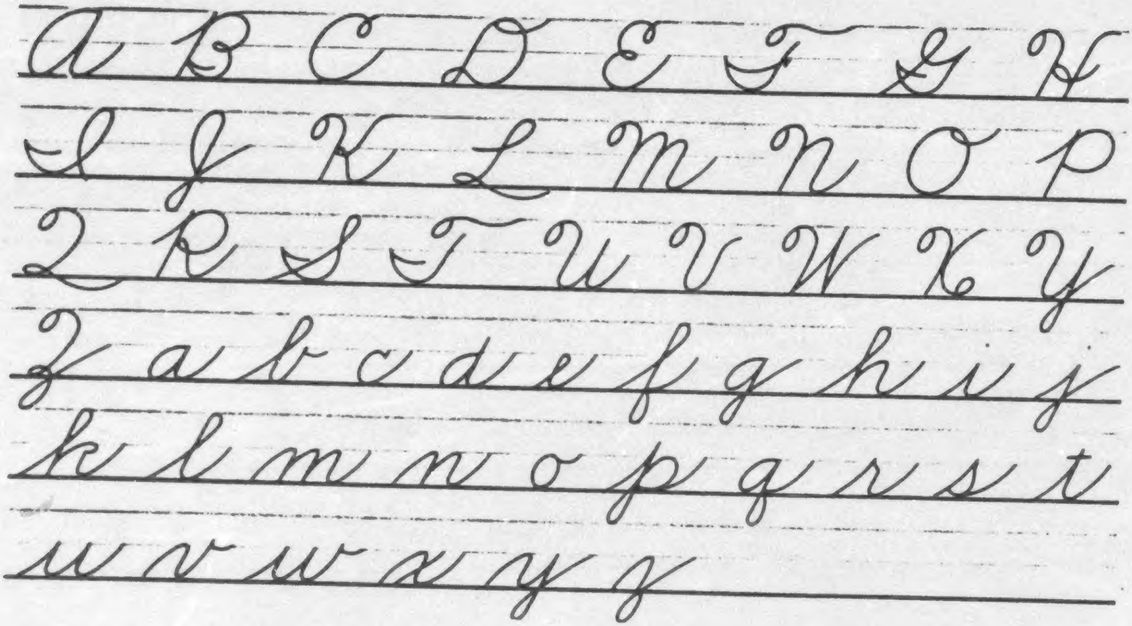
Zaner-Bloser

Creative Growth with Handwriting

164855	Readiness Pupil Test (1975)	R	1.77
164863	Grade 1 Pupil Text (1975)	1	1.77
164871	Grade 2 Manuscript Pupil Text (1975)	2	1.77
164889	Grade 2 Transition Pupil Text (1975)	2	1.77
164897	Grade 3 Transition Pupil Text (1975)	3	1.77
164905	Grade 3 Cursive Pupil Text (1975)	3	1.77
164913	Grade 4 Pupil Text (1975)	4	1.77
164921	Grade 5 Pupil Text (1975)	5	1.77
164939	Grade 6 Pupil Text (1975)	6	1.77


A B C D E F G H I J K
L M N O P Q R S T U
V W X Y Z a b c d e f g h i
j k l m n o p q r s t u v w x y z

Zaner Bloser Manuscript
Alphabet



Zaner Bloser Cursive
Alphabet

A-4-d

PROFESSIONAL BOOKS, CHILDREN'S BOOKS AND RESOURCES

CHILDREN'S BOOKS

K-3

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Cole, Joanna. A Cat's Body. New York: Morrow Company, 1982.

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Hughes, Shirley. Alfie Gets in First. New York: Lothrop, Lee and Shepard, 1982.

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Merriam, Eve. I Am a Man. Santa Ana, California: Doubleday, 1971.

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Peppe, Rodney. The Mice Who Lives in a Shoe. New York: Lothrop, Lee and Shepard.

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Sobol, Harriet. My Brother Steven is Retarded. Riverside, New Jersey: Macmillan, 1977.

Spier, Peter. Noah's Ark. Santa Ana, California: Doubleday, 1977.

Stevenson, James. Could Be Worse. New York: Greenwillow, 1977.

Symeon, Shimin. I Wish There Was Two of Me. New York: Frederick Warne, 1976.

Thompson, Kay. Miss Pooky Peckinpaugh. New York, New York: Harper and Row. 1970.

Trier, Carola S. Exercise - What It Is, What It Does. New York: Greenwillow.

Wondriska, William. A Long Piece of String. New York, New York: Holt, Rinehart, 1963.

4-6:

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Blume, Judy. Tales of A Fourth Grade Nothing. New York, New York: Dutton, 1972.

Bontemps, Arna. Lonesome Boy. Illinois Feliks Topolske. Boston, Massachusetts: Houghton, 1955.

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Deveaux, Alexis. Na-Ni. New York, New York: Harper, 1973.

Dygard, Thomas J. Quarterback Walk-On. New York: Morrow Company, 1982.

Feelings, Muriel. Jambo Means Hello. (Swahili Alphabet Book) Ill. Tom Feelings. New York: Dial, 1974.

Ford, Adam. Weather Watch. New York: Lothrop, Lee and Shepard, 1982.

Grandmama's Joy. Ill. Carole Byard. New York: Philomel, 1980.

Greenfield, Eloise. Daydreamers. Ill. Tom Feelings. New York: Dial, 1981.

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Irwin, Ann. One Bite at A Time. Watts.

Kort, Carol. Plays from African Folkstales. New York: Scribners, 1969.

Kraus, Robert. Leo the Late Bloomer. New York: Windmill, 1971.

Lester, Julius. Black Folktales. New York: Grove Press, 1969.

Little, Lessie J. and Eloise Greenfield. I Can Do It by Myself. Ill. Carole Byard. New York: Crowell, 1978.

Meriwether, Louise. Don't Ride the Bus on Monday; The Ross Parks Story. Ill. David Scott Brown. San Jose, California: Prentice-Hall, 1973.

Myers, Walter Dean. The Dragon Takes A Wife. Ill. Ann Grifalconi. New York: Bobbs, 1972.

Pinkwater, Daniel. The Snarkout Boys and the Avocado of Death. New York: Lothrop, 1982.

Roald, Dahl. Charlie and the Chocolate Factory. New York: Knopf, 1964.

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Sachs, Marilyn. Veronica Ganz. Santa Ana, California: Doubleday, 1968.

Some Things Weird and Wicked. (12 stories to chill your bones) New York: Pantheon, 1976.

Stephoe, John. Stevie (Train Ride, Uptown). New York, New York: Harper, 1969.

Taylor, Theodore. The Coy. Santa Ana, California: Doubleday, 1969.

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2. Anderson, Verna Dieckman. Readings in the Language Arts. (2nd Edition) New York: Macmillan, 1968.

3. Applegate, Mauree. Easy in English: An Imaginative Approach to the Teaching of Language Arts. Evanston, Illinois: Row, Peterson, 1960.

4. Austin, Mary C. and Morrison, Coleman. The First R: The Harvard Report in the Elementary Schools. New York: Macmillan, 1963.

5. Barbe, Walter Burke and Abbott, Jerry L. Personalized Reading Instruction: New Techniques that Increase Reading Skill and Comprehension. West Nyack, New York: Parker Publishing Company, 1975.

6. Bloomfield, Leonard and Barnhart, Clarence L. Let's Read: A Linguistic Approach. Detroit, Michigan: Wayne State University Press, 1961.

7. Burns, Paul C. Language Arts Concepts for Elementary School Teachers. Itasca, Illinois: F.E. Peacock Publishers, 1972.

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27. Jobes, Gertrude. Dictionary of Mythology, Folklore and Symbols. New York: Scarecrow Press, 1961.

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43. Thompson, Richard A. Energizer for Reading Instruction. West Nyack, New York: Parker Publishing Company, 1973.

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Language Arts Curriculum Guide K-6. Baton Rouge, Louisiana: State of Louisiana Department of Education, 1981.

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Reed, David. "A Theory of Language, Speech and Writing." *Elementary English*, (December, 1965): 346.

HARRIS-JACOBSON WORD LIST

PREPRIMER

a
and
are
at
ball
big
blue
call
can
come
daddy
did
do
dog
down
for
fun
funny
get
go
green
have
he
help
here
I
in
is
it
little
look
make
me
mother
my
no
not
play
ran
red
ride
said
see
something
stop
that
the
this
to
up
want
we
what
who
will
with
work
you

PRIMER

about
all
around
ask
away
bike
birthday
boat
book
but
cake
car
eat
fast
father
fish
from
goat
good
has
him
his
home
house
into
jump
know
let
like
man
may
new
now
of
on
one
out
paint
pet
put
run
saw
say
she
show
sit
so
some
soon
take
thank
then
they
too
train
tree
two
us
went
word
yellow
yes
your

HARRIS-JACOBSON WORD LIST

CORE FIRST READER

after
again
airplane
along
am
an
animal
another
any
as
baby
back
bag
balloon
bark
barn
be
bear
bed
bee
before
began
behind
better
bird
black
box
boy
bring
brown
build
bus
by
cage
came
can't
cat
catch
children
coat
cold
color
could
crow
cry
cut
dark
day
didn't
does
don't
dress
drop
duck
fall
far
farm
fat
feet
fight
find
fire
first
five
fly
food
found
fear
fox
friend
game
gave
girl
give
gone
good-by
got
grass
guess
had
hair
hand
happy
hard
hat
head
hear
hello
hen
her
hill
hold
hop
horse
how
hurry
I'll
ice
if
it's
just
kind
kitten
last
laugh
leg
letter
light
live
long
lost
made
many
maybe
men
met
miss
money
more
morning
must
name
never
next
night
nothing
off
oh
old
or
other
our
over
own
pan
party
peanut
penny
picnic
picture
pig
please
pocket
pony
prize
rabbit
race
rain
read
ready
right
road
rocket
sang
sat
school
seen
shoe
should
sing
sister
sleep
sound
stay
step
still
stopped
store
story
street
sun
surprise
talk
tell
than
their
them
there
these
thing
think
those
three
time
told
tomorrow
took
town
toy
truck
try
turtle
TV
under
very
wagon
walk
was
water
way
were
wet
when
where
which
white
why
window
wish
won't
would
zoo

HARRIS-JACOBSON WORD LIST
CORE SECOND READER

able
above
across
act
add
afraid
ago
ahead
air
almost
alone
also
always
angry
answer
anyone
anything
apartment
apple
arm
ate
aunt
bad
bake
bang
bank
bar
basket
beautiful
because
been
begin
believe
bell
belong
beside
best
between
bit
blew
block

blow
blueberry
bone
boot
both
bottle
bottom
bought
bounce
bowl
branch
brave
break
breakfast
bridge
bright
brook
brother
brought
bump
bunny
burn
busy
butter
button
buy
calf
candle
cannot
card
care
careful
carry
cart
caught
cellar
chair
chance
chase
cherry
chicken

choose
circus
city
class
clean
clear
clever
climb
clock
close
clown
cook
cookie
corn
corner
cornfield
couldn't
count
country
cover
cowboy
crawl
cream
cross
crow
cup
cupcake
dad
dance
dear
deep
deer
different
dig
dinner
dirty
dish
doctor
doll
dollar
done

door
dot
dragon
drank
dream
drink
drive
dry
each
ear
early
earn
earth
easy
egg
eight
elephant
elevator
else
empty
end
enough
even
evening
ever
every
everyone
everything
excited
eye
face
fair
fairy
family
farmer
feather
feed
feel
fell
felt
fence

few
field
fierce
fill
fine
finger
finish
fit
fix
flat
flew
float
floor
flower
follow
foot
forest
forgot
fourth
friendly
frighten
front
fruit
full
garage
garden
gate
giant
glad
glass
glove
gold
goose
grandfather
grandmother
gray
great
grew
ground
grow
gun

hall
handle
hang
happen
heavy
held
herself
hi
hid
hide
high
himself
hit
hole
honey
hope
horn
hot
huge
hung
hungry
hunt
hurt
I'd
I'm
I've
idea
inside
instead
iron
isn't
jar
jay
job
joke
joy
keep
keeper
kept
kill
king

kitchen
kite
knew
knock
ladder
lake
lamb
land
large
late
lay
lazy
learn
leave
led
left
lemonade
library
lick
life
line
lion
listen
lot
loud
love
low
luck
lunch
magic
mail
mark
matter
mean
meet
merry
might
mile
milk
mind
mine

minute
monkey
most
mountain
mouse
mouth
move
much
myself
near
nearby
neck
need
neighbor
nest
nice
noise
none
nose
note
number
oak
oil
once
only
open
outside
oven
owl
pail
pair
paper
parade
park
part
pass
past
pat
paw
pay
peep

pen
people
pick
pie
piece
pile
pink
place
plan
plant
point
policeman
pond
pool
poor
pop
pretty
proud
pull
pup
puppy
push
quack
queer
quick
quiet
quite
raccoon
rag
ranch
reach
real
remember
rest
return
riding
ring
river
roar
robin
rock

rode
roll
roof
room
rope
round
row
rub
sad
safe
same
sand
save
scare
scarecrow
sea
seat
second
seed
seem
sell
send
sent
set
seven
shall
shape
shed
sheep
ship
shirt
shook
shop
short
shout
shovel
shut
side
sidewalk
sight
sign

silk
silly
silver
six
skate
sled
slid
slide
slow
small
smell
smile
smoke
snow
snowman
soft
someone
sometime
son
song
sorry
soup
splash
spoke
spot
spring
squirrel
stamp
stand
star
stare
start
station
stick
stone
stood
straight
strange
stream
stretch
string

strong
such
sudden
suit
summer
supper
sure
swam
sweet
swim
swish
table
tail
taken
tall
tape
teach
teacher
tear
teeth
telephone
ten
tent
that's
third
thought
threw
through
throw
thumb
tie
tiger
tiny
tip
tire
today
together
tonight
top
toward
tower

track
tractor
traffic
trap
trick
trip
trot
trouble
true
trunk
turn
twice
twin
ugly
uncle
unhappy
until
use
visit
voice
wag
wait
wall
warm
wash
watch
wave
we'll
wear
week
well
wheel
while
whisper
whistle
wide
wife
win
wind
wing
winter

wise
without
woke
wolf
woman
wonder
wonderful
wood
world
write
wrong
wrote
yard
year
yell
yet
you'll
young
yourself

HARRIS JACOBSON WORD LIST

CORE
THIRD
READER

aboard
accident
address
adventure
afternoon
against
age
agree
ah
aim
alarm
alive
allow
already
although
amaze
among
anxious
anyway
anywhere
apart
appear
apron
arithmetic
army
arrive
arrow
asleep
attack
attention
automobile
awake
awful
backward
balcony
banana
band
bare
barnyard
baseball
bath
batter
battery
beach
bead
beam
bean
beard
beat
beauty
became
become
bedroom
beg
beginning
begun
behave
behold
below
belt
bench
bend
beneath
bent
beyond
bicycle
bite
blanket
blink
blizzard
blossom
board
body
bonnet
born
borrow
bother
bow
bread
breath
brick
bride
broke
broken
broom
brush
bubble
buckskin
bud
buffalo
bug
built
bundle
burst
bush
business
butterfly
buzz
cabin
calm
camera
camp
candy
cap
cape
captain
carrot
case
castle
cattle
cause
cave
ceiling
cent
center
certain
change
check
cheek
cheer
cheerful
chest
chew
chief
child
chimney
chin
chip
chipmunk
chop
chosen
chuckle
church
circle
clap
cliff
clop
cloth
cloud
club
coach
coffee
coin
colt
comb
comfortable
common
company
complain
complete
cone
content
contest
continue
cool
copper
coral
cost
cottage
courage
course
cousin
crack
crash
crazy
crept
crisp
crop
crowd
crown
cruel
curious
curl
current
curtain
customer
cute
danger
dangerous
dare
darkness
dash
daughter
daydream
dead
deal
decide
declare
delicious
delight
deliver
deserve
desk
detective
diamond
die
difference
difficult
dim
dime
dine
dip
direct
direction
dirt
disappear
disappoint
discover
distance
dive
divide
dock
donkey
doorbell
doorway
downstairs
drag
draw
drawer
drew
drift
drill
driven
driver
drove
drown
drum
dug
during
dust
eager
eagle
east
edge
either
electric
electricity
eleven
enemy
engine
engineer
enjoy
enormous
enter
escape
everybody
exact
example
except
excitement
exclaim
exercise
expect
experiment
explain
explore
extra
fact
familiar
famous
fancy
farther
fasten
fault
favorite
fearful
feast
fed
fellow
fifth
fifty
figure
final
fishermen
flag
flame
flash
flop
flour
flutter
fold
folk
fool
foolish
football
force
forget
forgotten
fork
form
forth
fortune
forty
forward
fountain
frame
free
fresh
fright
frog
frown
fry
fur
gas
gasp
gather
gay
gaze
geese
gentle
gift
gingerbread
giraffe
given
gobble
golden
goodness
grab
grain
granny
grant
grateful
greedy
grin
groan
grocery
group
growl
grown
guard
half
halfway
hammer
handful
handkerchief
handsome
happiness
harbor
harm
hatch
hate
hay
heart
heat
heel
helicopter
helpless
herd
hidden
hind
hip
history
hitch
ho
honk
honor
hook
hose
hospital
hotel
hour
howl
hug
hum
hundred
hurrah
hurried
husband
hut
ill
imagine
immediate
impatient
important
impossible
inch
indeed
inn
insect
insist
interest
interesting
invent
invention
inventor
invisible
invite
island
jacket
jail
jam
jerk
jet
join
judge
jungle
kettle
key
kick
kingdom
kiss
kitty
knee
knife
lad
lady
laid
lamp
language
laughter
lead
leader
lean
leap
least
leather
length
less
lesson
lie
lift
lightning
list
lively
load
lock
log
loose
lord
lose
lump
lying
ma'am
machine
mad
maid
main
majesty
mama
mamma
manage
manner
march
market
marry
marsh
master
match
meal
meant
measure
meat
medicine
melt
mention
message
metal
mice
middle

mill
million
mirror
mischief
mistake
mix
model
moment
month
moon
motor
mud
mule
museum
music
mutter
mystery
nail
nap
narrow
neat
needle
neighborhood
neither
net
nibble
nickel
nine
nod
noon
north
notice
nurse
o'clock
obey
ocean
offer
office
often
orange

order
ought
outdoor
overhead
owner
pack
package
page
paid
palace
pale
parent
parrot
pasture
patch
path
patient
pedal
peddler
peek
peer
pencil
perch
perfect
perhaps
person
piano
pillow
pilot
pin
pine
pipe
pitch
pitcher
plain
planet
plate
platform
pleasant
plenty

plow
plunge
poem
poke
pole
police
polite
poppy
porcupine
possible
pot
potato
pound
pour
power
practice
precious
prepare
present
press
pretend
prince
princess
print
probably
problem
professor
promise
proper
protect
prove
puff
pump
pumpkin
punish
pure
purple
puzzle
quarrel
quarter

queen
question
radio
rage
rail
raise
rang
rather
realize
rear
reason
recognize
record
refrigerator
refuse
rein
rent
repair
reply
report
respect
reward
ribbon
rice
rich
rid
ripe
roast
rob
robe
rooster
root
rose
royal
rubber
rug
rule
rush
sack
saddle

safety
sail
sailor
sale
salt
sandwich
scamper
scary
scatter
science
scientist
scold
scratch
scream
screen
scrub
search
season
secret
seize
sense
serious
servant
serve
settle
several
sew
shade
shadow
shake
share
sharp
sheet
shelf
shell
shine
shiny
shone
shoot
shore

shot
shoulder
shove
shy
sick
sigh
signal
silence
silent
sill
since
single
sir
sixteen
size
skin
skunk
sky
skyscraper
slap
slept
slip
smart
smooth
snap
sneeze
sniff
snowstorm
sob
sold
soldier
solve
somebody
sort
south
space
spare
spark
sparkle
speak

spear
special
speech
spend
spent
spider
spill
spin
spirit
spoil
sprang
spread
spy
square
squawk
squeak
squeal
stair
stall
startle
state
statue
steady
steal
steam
steep
steer
stem
stew
stiff
stolen
stomach
stool
storm
stove
straighten
straw
strike
strip
struck

struggle
stuck
study
stuff
stupid
sugar
suppose
surface
surround
swallow
swan
sway
sweep
swept
swift
swing
swirl
switch
swung
syllable
tag
tale
tap
taste
taught
taxicab
tea
team
tease
telescope
television
tender
terrible
terry
test
thankful
themselves
they'll
thick
thief

thieves
thin
thirty
though
thousand
thread
thrown
thud
thump
thunder
tick
ticket
tight
till
tin
tiptoe
toe
tongue
tool
toot
torn
toss
touch
trade
trail
travel
treasure
treat
tremble
tribe
trouser
truly
truth
tube
tug
tune
tunnel
turkey
turnip
twelve

twenty
twig
understand
understood
united
unless
untie
unusual
upon
upside
upstairs
upward
useful
usual
vacation
valentine
valley
vegetable
view
village
visitor
wake
wander
war
warn
warrior
waste
weak
weather
weed
weigh
weight
welcome
west
whale
whether
whirl
whisker
whole
whose

wicked
wiggle
wild
willing
wink
wipe
wire
women
won
wore
workmen
worn
worry
worse
worth
wound
wrap
wrinkle
writing
written
yesterday
you're
you've

HARRIS-JACOBSON WORD LIST

CORE FOURTH READER

ability
accept
according
account
accuse
ache
acorn
acre
action
actual
adjust
admiration
admire
admit
adult
advice
affair
afford
aha
aid
airport
alert
alike
alley
alongside
aloud
alphabet
amount
amuse
ancestor
anchor
ancient
anger
ankle
announce
ant
anteater
anybody
appeal
approach
arch

area
aren't
argue
arose
arrange
arrest
art
article
ash
ashame
ashore
aside
astonish
astonishment
astronaut
attend
audience
author
autumn
aw
await
awaken
aware
awhile
awkward
ax
aye
babe
background
bacon
bait
baker
balance
bald
bamboo
bandage
banker
banner
bargain
barge
barrel
base
baseman
basement

bat
bathe
battle
beak
beast
beaver
beef
beehive
being
bellow
beloved
bet
bid
billow
birch
bitter
blade
blame
blast
blaze
bleat
blend
blind
blood
bloom
blurt
boast
boil
bold
boom
booth
bore
boss
braid
brain
brake
brass
bravery
breathe
breathless
breeze
bridle
bruise
buck

bucket
buggy
building
bulb
bulldog
bunch
bunk
burrow
bury
bushel
busily
bustle
butcher
cab
canary
cane
cannon
canoe
canyon
capture
cardboard
careless
carnival
carpenter
carpet
carriage
carton
carve
cast
cautious
celebrate
cement
century
chain
champion
championship
chant
character
charge
chart
chatter
cheese
chick
chill

chimpanzee
chirp
chocolate
choice
choke
chose
chosen
chunk
churn
cider
cinder
cinnamon
claim
cloak
clatter
claw
clay
click
cling
clip
clipper
closet
clue
clump
clumsy
clung
clutch
coast
cockpit
cocoa
code
coil
collapse
collar
collect
collection
colony
column
comfort
command
committee
companion
compare
compound

concern
conceit
concrete
condition
confess
confuse
consider
constant
contain
control
convenient
conversation
convince
copy
cord
cork
correct
costume
cot
cottonwood
council
county
couple
court
cove
coward
coyote
cozy
crab
crate
creak
creature
creek
creep
crew
cricket
crocodile
crook
crouch
crunch
crystal
cub
cupboard
cure

curve
custom
cycle
dangle
dart
date
dawn
daylight
death
deck
decorate
decoration
deed
defend
degree
demand
department
depend
describe
desert
design
desire
despair
desperate
dessert
destroy
develop
dictionary
dignity
dinosaur
discovery
disease
disgrace
distant
disturb
dizzy
doesn't
dolphin
don
doubt
doubtful
dough
doughnut
doze

dozen
drawing
drawn
dreadful
drip
droop
drugstore
dull
dumb
dump
dusk
duty
eagerness
earnest
earthquake
ease
eaten
echo
effect
effort
eighty
elegant
enchant
encyclopedia
entertain
entire
entrance
entry
envelope
envy
equal
equipment
especially
eve
event
everyday
everywhere
examine
excellent
exchange
excuse
expensive
experience
expert

explorer
express
expression
eyebrow
factory
fade
fail
faint
fallen
fame
fan
fashion
faucet
favor
fear
feature
feeling
fern
festival
fetch
fifteen
file
fin
firefly
firemen
firm
fist
flake
flap
flare
flashlight
flavor
flea
fled
flicker
flier
flight
flip
flock
flood
flow
flown
fluff
flush

flute
fog
fond
foolishness
forehead
foreign
forever
former
fort
fortunate
fossil
fought
framework
frank
frantically
freckle
freedom
freeze
freight
friendship
frisk
frontier
frozen
furious
furnace
furniture
furry
further
fuss
future
gaily
gallon
gallop
gang
garbage
gardner
gardenia
gathering
general
gentlemen
gently
geography
gesture
ghost
giggle
glance
glare
glide
glider
glimpse
glisten
glitter
gloom
glow
gnaw
god
goldfish
gong
good-bye
government
gradual
grand
grandma
grandpa
grape
grasp
graze
greet
grind
grip
grove
gruff
grumble
grant
guest
guide
gulp
gurgle
gym
ha
habit
hadn't
ham
hamburger
happening
harden
harness
harvest
hasn't
hastily
haul
haunt
haven't
hawk
he'd
he'll
he's
heading
headquarters
heal
health
heap
heave
heaven
height
helmet
helpful
helter-skelter
here's
hero
hesitate
hey
highway
hillside
hinge
hiss
hoarse
hobby
hoe
holiday
hollow
holly
honest
honorable
hood
hoof
hoop
hoot
hopeful
hound
household
hover
however
huddle
human
humor
hump
hunger
hunter
hush
hutch
icy
imaginary
imagination
imitate
improve
improvement
increase
information
ink
inland
inning
innocent
instant
instrument
intend
interrupt
introduce
introduction
itself
jaw
jealous
jeep
jelly
jewel
jingle
jolly
journey
jug
juggle
juice
juicy
justice
kangaroo
kennel
kid
kneel
knelt
knit
knot
known
label
laboratory
lack
lame
lane
lantern
lap
larder
lash
latch
law
lawn
leaf
leak
leash
ledge
legend
level
lever
liberty
librarian
lid
lighthouse
limit
limp
link
lip
liquid
lit
litter
lizard
locate
lodge
lonely
loop
loosen
lope
loss
lumber
ma
magazine
magnificent
mane
map
marble
marvel
mass
mast
mate
material
mattress
mayor
meadow
meantime
measurement
medal
medical
meek
member
memory
mend
merchant
mere
mesa
messenger
mild
minnow
mist
mistaken
mister
mistress
mitten
mixture
moan
moccasin
modern
mold
mom
monarch
mood
mop
mosquito
moss
motion
mound
mount
mourn
mouthful
movie
mug
mumble
murmur
muscle
mush
musician
mustache
mutt
mutter
mysterious
myth
nation
national
native
natural
nature
nary
necessary
nervous
newcomer
newspaper
nightfall
nobody
noisily
noisy
nonsense
notch
nowadays
nowhere
nudge
nut
nuzzle
oar
object
observe
odd
officer
official
OK
okay
olive
onion
onto
operator
opinion
opposite
orbit
orchard
ordinary
organ
original
ornament
ourselves
outer
owe
ox
oxen
oxygen
pa
pace
pacific
packet
pad
paddle
pain
painful
painter
pal
palm
pancake
panther
panting
papa
parachute
paragraph
particular
partner
passenger
patience
pattern
pause
peace
peak
pear
pearl
pebble
peek
peculiar
peel
perform
period
permission
persuade
phone
picket
pinch
pioneer
pirate
pity
plane
platter
player
pleasure
plentiful
plod
plot
poet
poison
polish
pooh
porch
port
position
possession
possibly
post
poster
practical
prairie
praise
prayer
prefix
preparation
president
price
prick
pride
prisoner
private
program
prompt
pronounce
pronunciation
prop
propeller
property
protest
provide
prowl
publish
pudding
puddle
punch
pupil
purpose
purse
putter
quart
quit
quiver
rack
racket
raffle
railroad
rancher
ranger
rapid
rare
raspberry
rat
rattle
raw
reader
receive
recess
recite
recover
reed
reef
regular

relate
relation
relax
relief
remain
remark
remarkable
remind
remove
repeat
replace
represent
rescue
research
reservation
resolve
responsibility
result
retreat
rhyme
rider
ridge
rifle
rig
rim
rip
rise
roam
rod
rodeo
rosy
rough
route
rude
ruin
ruler
runner
rust
rustle
sadness
sake
salad
salute
sample

sank
sash
satisfy
savage
sawmill
scale
scar
scarce
scene
scent
schoolroom
scientific
scoop
score
scornful
scout
scowl
scramble
seal
section
seek
seldom
selfish
sentence
separate
service
setting
settlement
settler
seventh
seventy
shaft
shallow
shark
shawl
she'd
she'll
she's
shelter
shepherd
shift
shiver

shock
shouldn't
shower
shown
shrill
shrimp
shrug
shuffle
simple
simply
sink
siren
situation
sixty
skeleton
skid
skill
skim
skip
skirt
slab
slam
slant
sleeve
slender
slight
slim
sling
slippery
slope
slot
slung
sly
smack
smear
smoky
snake
snarl
snatch
sneak
snort
snug
soap
soar

society
soda
soil
solemn
solid
someday
somehow
somewhere
sore
southern
spanking
sparrow
speck
sped
speechless
speed
spell
spine
spite
splinter
split
spoken
spoon
sport
spray
sprinkle
spun
sputter
squat
squeeze
squint
squirm
stable
stack
stage
stake
stalk
stammer
starve
statement
steel
stern
stillness
sting

stir
stockade
stole
strain
stranger
strap
streak
strength
stride
stripe
stroke
structure
strut
stubborn
student
stumble
stump
sturdy
style
subject
succeed
success
successful
suck
suffer
suggest
suggestion
sunlight
sunny
sunrise
sunset
sunshine
supply
support
suspect
swagger
swamp
swarm
swell
swoop
sword
symbol
tack
tailor

tame
tan
tangle
tank
task
taxi
telegraph
temper
temperature
tempt
tend
terribly
territory
terror
thanksgiving
thee
there's
therefore
they'd
they're
they've
thicket
thirsty
thirteen
thoughtful
threaten
thrill
throat
throughout
thrust
thus
thy
tickle
tide
tilt
timber
tinkle
tis
tomato
torch
tore
tortilla
total
tough

tow
tramp
trash
traveler
tray
trial
trim
troop
tropical
trout
trudge
trust
tuck
tumble
tusk
twinkle
twirl
twist
typewriter
umbrella
umpire
underground
undersea
underwater
uneasily
unexpected
uniform
unit
unknown
unlike
unload
upper
uproar
upset
urge
useless
vacant
valuable
van
vanish
various
veil
vein
velvet

vicious
villager
vine
vinegar
violin
visible
volcano
vowel
waddle
wade
wail
waist
wand
ward
warmth
wasn't
watchful
wax
we'd
we're
we've
wealth
weave
web
wedding
weekend
weep
weren't
western
whack
what's
whatever
wheat
whenever
where's
wherever
whimper
whine
whinny
whip
whoever
whom
widow
wilderness

windshield
wisdom
within
wizard
wobble
wolves
woodchuck
wooden
wool
worker
worm
wouldn't
wreck
yawn
yelp
you'd
youth
zebra

HARRIS JACOBSON WORD LIST

CORE FIFTH READER

abandon
abroad
abrupt
absolute
absorb
accent
accompany
accurate
achievement
active
activity
addition
admiral
adopt
advance
advantage
advertise
advise
affect
affection
affectionate
afterward
agent
ain't
aisle
alas
alligator
amazement
antelope
antler
anvil
apologize
apparent
apply
appreciate
apprentice
appropriate
apricot
aquarium
arc
arctic
argument
armor
artist
aspen
assign
assure
astound
astronomer
athletic
atmosphere
attach
attempt
attendant
attitude
attract
available
average
avoid
baffle
baggage
bakery
ballast
barbecue
barbershop
barrier
basic
bathtub
bay
beaten
beckon
beetle
beggar
behavior
betray
bewilder
biscuit
blacksmith
bleed
blessing
bluff
blunder
blur
bog
bolt
bond
border
bough
boulder
bound
boundary
brace
bracelet
brag
brand
brand-new
breech
breed
bribe
brief
brier
brilliant
brim
brisk
brittle
broad
broadside
brood
buckle
budge
bugle
bulge
bulky
bullet
bully
bunker
bunkhouse
burden
bureau
burro
buster
butte
cable
caboose
cactus
calendar
calves
camel
canal
canvas
capable
capital
capsule
captive
carbon
career
cargo
cash
cask
casual
catcher
caw
cease
celebration
celery
chalk
challenge
channel
characteristic
charcoal
charm
cheat
childhood
chorus
chug
chute
citizen
civil
clam
clamp
clang
clasp
climate
cloak
clover
cluck
cluster
coal
cock
cockroach
coconut
colonist
combination
comic
commander
commotion
communicate
community
compartment
compass
compliment
concentrate
conclusion
concord
conductor
confident
confusion
connect
conquer
consent
consist
constitution
construct
contact
continent
contribution
corral
corridor
cotton
cougar
crackle
cradle
craft
crag
crane
crease
credit
crest
crumb
crumble
crust
cuckoo
culture
curiosity
daisy
dale
dam
damp
dandy
daze
dazzle
deafening
decision
deerskin
defeat
defense
defensive
definition
delay
delicate
democracy
demon
den
dense
deny
depth
descendant
description
detail
determination
determine
dew
diagram
dial
diary
diet
dingo
disappointment
disaster
discourage
discuss
disguise
disgust
dismay
dismiss
display
dissolve
distinguish
distress
ditch
dodge
doe
doom
double
dove
draft
drain
dread
drear
drone
duchess
due
duke
dye
dynamite
eastern
educate
education
elbow
elder
elect
elm
embarrass
embroider
emergency
emotion
emperor
employ
encourage
endurance
energy
enforce
enthusiasm
errand
error
establish
etch
evaporate
eventual
evil
exasperate
exhaust
exist
expedition
expense
experimental
explanation
explode
explosion
extend
extreme
fable
faith
faithful
fake
false
fanciful
fantastic
fare
farewell
farthest
fascinate
fate
fawn
fee
ferry
fertile
fertilizer
fever
fiction
fiddle
fig
filter
fir
fisherman
flagpole
flank
flee
fleet
flesh
flick
fling
flint
floe
flounder
flung
foam
ford
foreman
forge
foster
foul
fourteen
fragrant
frantic
fray
frequent
fuel
fumble
furnish
fuzzy
gain
gale
gap
gape
gasoline
gear
gee
generous
genius
ginger
glacier
gleam
glen
globe
glorious
glory
gloss
gnat
goal
goggles
governor
grace
grade
graduate
granite
grapevine
gratitude
gravity
gravy
grease
griddle
grief
grim

grit
grope
grouch
grub
grumpy
guarantee
guinea
gull
gum
guppy
gust
gutter
hail
halt
hank
hardship
harsh
haze
helper
heroic
hike
hint
hire
hogan
hoist
homestead
homeward
horizon
hornet
horrible
horrify
horror
howdy
huckleberry
hulk
hull
hunch
hurtle
husky
hustle
hydrogen
ideal
identify
ignore

image
importance
impulse
incident
incline
include
independence
index
indicate
individual
influence
inform
inhabitant
injure
inlet
inspect
install
institution
instruction
insult
intelligence
intelligent
intent
international
interpret
interview
invitation
involve
issue
item
ivory
jab
jade
janitor
jog
joyous
junk
keen
keg
kerchief
kindle
kindness
kit
knight

knowledge
labor
lance
landscape
lasso
lather
launch
league
legal
legislature
lend
leopard
lessen
lettuce
liar
license
lily
limb
lime
linen
linger
literature
llama
loaf
loan
local
locket
loft
lookout
loom
loudspeaker
loyal
lumberjack
lung
lunge
lurch
lurk
machinery
madam
magician
magnet
manager
manufacture
maple

mar
mare
mask
mason
mat
mathematics
meanwhile
mechanical
melody
menu
meow
merchandise
merit
mess
method
mid
midnight
midst
migrate
military
mineral
minister
miracle
miserable
missile
mission
mitt
mock
modest
monster
monument
moo
moor
moose
moral
motionless
mountainous
mountainside
movement
mow
mumps
munch
muse
mushroom

musical
narrator
naughty
navigation
neglect
neigh
nightmare
noble
noose
nor
normal
northern
nostril
notion
nuisance
numeral
oat
obedient
obstacle
obvious
occasion
occasional
occur
operation
organization
organize
oriole
orphan
otherwise
otter
ouch
outfit
outlaw
outsmart
outwit
pageant
pajamas
panic
parallel
pardon
parsley
passage
pastime
patrol

pea
peaceful
peach
peasant
peg
performance
perfume
permanent
permit
perplex
petal
phantom
physical
pickle
pierce
pigeon
plaid
plantation
planting
plaster
plastic
plea
plead
plight
plug
plum
plump
poise
poisonous
polar
popular
porridge
porter
pouch
pounce
pray
predict
prefer
preserve
pressure
prevent
prey
prickly
principal

proceed
process
produce
product
professional
profit
project
propose
prospect
protection
province
provision
prune
pry
public
pulley
puppet
purchase
purr
pursue
quality
radiant
raft
raid
raisin
ram
ramp
range
rank
rap
rascal
rate
raven
ray
recall
recent
reckon
reference
refuge
regard
region
regulation
reindeer
relative

relay
release
relieve
religious
reptile
reputation
request
require
resist
resolution
resource
respond
restaurant
reveal
reverse
revolution
revolutionary
rhythm
rib
rickety
riddle
ridiculous
rigid
rink
rinse
ripple
risk
robber
rotate
rotor
roundup
rove
rudder
ruffle
rugged
rumble
rustler
saint
salary
salmon
sandal
satin
satisfaction
sauce

saucer
scalp
scarlet
schedule
scholar
schooner
scissors
scooter
scorch
scow
scrap
scrape
screech
screw
scuffle
scuttle
secure
select
sensible
sergeant
series
serpent
severe
shack
shatter
shear
sheriff
shilling
shimmer
shred
shrewd
shriek
shrink
shudder
sickness
similar
sire
ski
skipper
slash
slave
slay
sleek
sleet

slice
slit
slosh
smash
smother
snip
snout
soak
social
sock
sod
soggy
sole
solution
somersault
sonny
soothing
sorrowful
soul
sourdough
span
spaniel
spatter
spectacle
spindle
spire
spit
splendid
splendor
splutter
sprawl
sprout
sprung
spur
squash
stagger
stain
stallion
stampede
starboard
steed
stirrup
stitch
stock
stomp
stoop
storekeeper
straddle
strand
stray
stricken
strict
strive
strode
stroll
strung
stubby
stun
stung
stunt
stutter
submarine
subtract
subway
sullen
sum
summon
sunk
super
superintendent
surf
survive
suspense
suspicious
sweat
sweater
swollen
system
tackle
talent
tatter
tawny
tax
teammate
teem
telegram
tennis
tense
terrier
terrific
terrify
thaw
theater
theory
there'll
thermometer
thrash
threat
thrive
throb
tidbit
tidy
timid
tinker
title
toast
tom-tom
ton
topic
topple
torpedo
tourist
towel
trace
tragedy
trailer
traitor
treatment
tremendous
triangle
trickle
triumph
triumphant
trumpet
tub
twilight
twitch
type
typical
unable
underneath
unfriendly
unicorn
union
universe
utter
vacuum
variety
vast
vault
vehicle
vent
venture
verse
vessel
victory
vision
vivid
volume
volunteer
vote
vow
voyage
waken
warehouse
wasp
weapon
weary
wedge
weird
wept
wharf
wheeze
whisk
whittle
whoop
willow
wistful
wit
witch
witness
woodcutter
worship
worst
wow
wrestle
wretched
wriggle
wring
wrist
yank
yarn
ye
yearling
yonder
zero
zigzag

HARRIS-JACOBSON WORD LIST

CORE
SIXTH READER

abbot
abreast
absence
absent
absurd
abundant
academy
accomplish
accomplishment
accustom
achieve
acknowledge
acquaint
acquire
acreage
acrobat
actor
actress
adapt
adore
agony
ailment
aircraft
ally
almanac
alter
alternate
altitude
altogether
amateur
amber
ammunition
ample
analyze
ancestry
angle
announcement
announcer
annoy
annual
anxiety
anymore
ape
apology
apparatus
appearance
appetite
applaud
applause
appoint
appreciation
approval
approve
archaeologist
arena
arise
arrival
artificial
ascend
assemble
assembly
associate
association
assume
athlete
atom
atomic
auction
auditorium
authority
automatic
avalanche
avenue
award
awe
awesome
awl
awoke
axle
bade
badge
bail
bale
balsam
bandit
barb
barefoot
barren
bask
bass
batch
baton
bawl
bazaar
beacon
beech
beginner
behalf
belief
benefit
bestow
billion
bin
binoculars
bishop
blank
blare
bless
blister
blouse
blown
blubber
blunt
blush
bluster
boost
bravo
breast
brew
brighten
brink
bristle
bronco
bronze
broth
brow
bull
bun
bunt
burglar
butt
cabbage
calculate
calico
campaign
candlelight
canopy
canter
capacity
caravan
caravel
carcass
caribou
cartridge
catfish
cathedral
catsup
caution
cedar
cell
central
cereal
ceremony
chafe
chapter
chariot
charity
chasm
chat
cheap
chemist
choir
choppy
cicada
circuit
circular
circumstance
civic
civilization
clamber
classify
cleft
clench
climax
clink
clod
clutter
coarse
coax
cobbler
cobblestone
college
collide
colonel
combat
combine
comment
commercial
commission
commit
communication
comparative
comparison
compete
competition
complaint
complicate
composition
compute
comrade
conceit
conclude
condemn
conduct
conference
confide
confidence
confront
congratulate
congratulation
congress
conscience
consequence
conservation
conserve
considerably
console
construction
consult
consume
contestant
context
continual
contract
contraption
contrary
contrast
contribute
convenience
convey
cooperate
cooperation
couch
cough
councilor
countdown
counter
counterclock
countryside
courageous
cower
cram
cramp
crank
crater
create
crib
crime
criminal
crimson
crinkle
cripple
crisis
crisscross
critical
criticize
croquet
crude
cruelty
cruise
crumple
crush
cubic
cuddle
cue
cultivate
cunning
curb
curry
curse
curtsy
cushion
customary
cylinder
dagger
daily
daintily
damage
dame
darling
darn
daunt
debt
decay
deceive
decline
decrease
dedicate
dee
definite
deliberate
delicacy
delta
demonstrate
denounce
depart
departure
dependent
derby
descend
descriptive
desperation
despise
despite
destination
destruction
device
devise
devote
devour
dialect
diameter
diesel
differ
dignify
dingy
diphtheria
disagree
disbelief
discard
discontent
discussion
disdain
disk
dismal
dispose
distinct
distract
distribute
district
disturbance
division
doc
dogsled
dolt
dome
dose
downstream
downtown
downward
dramatic
drench
drummer
duckling
dungeon
dwelling
dwelt
dwindle
ebb
eerie
elaborate
element
eliminate
elk
embankment
embarrassment
ember
emblem
embrace
emerge
empire
employee
empress
enable
encircle
enclose
encounter
encouragement
endure
engage
entertainment
entrust
environment
epidemic
erect
escort
essential
estate
estimate
eternity
evidence
evident
exaggerate
exaggeration
examination
exceeding
exclamation
exhaustion
exhibit
existence
expand
expanse
expectant
exploration
explosive
expose
extraordinary
eyelash
eyelid
fabric
fabulous
failure
falter
famine
fanatical
fang
fatal
fatigue
feat
federal
feeble
feebly
fiber
fidget
fiery
fifteenth
film
filth
fireplace
flannel
fleck
fleece
flimsy
flinch
flourish
fluid
flurry
focus
footstep
forbidden
forecast
foremost
forgive
forlorn
formation
formidable
foundation
founder

fragile
fragment
frail
frenzy
friction
fringe
fro
fulfill
fume
fund
funnel
furthermore
fury
fuse
gait
galleon
gallery
galley
gamble
gangplank
gannet
gantry
garment
gash
gauge
gaunt
generation
genuine
geological
ghastly
giddy
gigantic
glade
gleeful
glimmer
glint
gloat
glower
glue
goad
goddess
gorge
gorgeous
gorilla
gossip
gown
graceful
gracious
graduation
graph
grate
grave
gravel
greyhound
grieve
grizzly
groom
groove
guilty
guitar
gully
gunwale
guy
gypsy
hack
hallway
halter
hammock
handicap
hare
hark
harmony
hatred
haunch
headlight
headlong
hearth
heed
helm
hemisphere
hemlock
herald
herb
heroine
herring
hesitation
highness
hilltop
hither
hobble
holler
holy
homer
homework
horizontal
hospitality
host
hostile
hub
humble
humorous
hurdle
hurl
iceberg
icicle
identical
idle
igloo
ignorant
illness
illuminate
illustrate
immense
immigrant
impact
imply
import
impression
income
incredible
incredulous
indignant
indignation
indigo
industry
infant
infection
ingredient
initial
initiation
injury
innkeeper
inquire
inquiring
inscribe
insignificant
inspire
instance
instinct
insulate
insurance
intense
intention
interfere
interior
interpretation
invade
invasion
investigate
irregular
isle
isolate
italic
jackal
jag
jeepers
jeer
jewelry
joint
jolt
journal
joyful
judgment
jumble
junior
keel
khaki
kimono
kink
knob
lace
ladle
lag
lagoon
landlord
lanky
latter
laundry
lava
lawyer
layer
lens
lent
lest
liable
lichen
lieutenant
lifeguard
lioness
location
logical
lure
luxury
magical
maintain
maize
majestic
major
mammoth
maneuver
manual
marine
maroon
marriage
marvelous
massacre
massive
mathematical
mathematician
maze
measles
mechanic
mechanism
meddle
mellow
melon
memorial
memorize
mental
mercury
mercy
meter
microphone
midday
midget
midstream
midwest
mince
mingle
miniature
minor
minus
miraculous
miser
miserably
misfortune
misplace
missionary
mite
mob
moisture
molasses
molten
momentarily
monitor
monk
monstrous
mooring
moth
motive
mournful
mower
muddy
muffle
multiply
musket
mustard
mustn't
mutton
muzzle
mystify
naught
naval
navigator
nay
necessity
nephew
nerve
nestle
nick
nickname
niece
nip
noontime
notify
nourish
novice
nugget
numb
nylon
objection
objective
observation
obtain
occupation
occupy
octopus
odor
offense
ole
ooze
opportunity
oppose
oral
orbital
orchestra
ordeal
ore
origin
ostrich
ounce
outrage
outstanding
outward
overcome
overlook
overnight
panel
pang
panicky
papoose
papyrus
paradise
paralyze
parcel
parch
parlor
particle
passageway
passion
paste
patriot
patter
pavement
peal
pedestal
pelt
penetrate
peppermint
per
perilous
periscope
persist
personal
personality
perspiration
pest
petticoat
phase
pheasant
photograph
photographer
phrase
pickup
pier
pike
piling
pill
pillar
pint
pinto
pistol
pit
pitiful
pivot
plank
plateau
playground
playmate
pledge
plop
pluck
plumb
plume
plunk
poetry
polio
political
politics
ponder
poodle
poplar
population
porcelain
pork
porpoise
portable
portion
portray
positive
possess
possibility
postpone
pottery
pout
poverty
powder
prance
precaution
precipice
precise
premises
presence
prevail
prevention
previous
priest
prime
primitive
privacy
privilege
probe
procession
proclaim
prod
production
profession
progress
prominent
prone
proof
prophecy
prophet
proportion
protective
prow
puma
punctuation
puny
pursuit
python
quail
quake
quantity
quarry
quest
quotation
radar
rake
ramble
rasp
ravine
razor
react
reasonable
recipe
recommend
redcoat
reduce
reel

refer
reflect
reflection
reform
register
regret
rehearsal
rehearse
reinforce
rejoice
relationship
relent
reliable
religion
reluctant
rely
remedy
reminder
remote
render
renew
representative
resemblance
resemble
reserve
respectful
response
responsible
restore
retire
retort
revenge
review
revive
revolve
ridicule
rift
rightful
riot
rival
rivet
roost
rot
rotten

routine
rowboat
ruby
ruddy
rummage
rumor
rumple
rung
runt
runway
rut
sacred
sacrifice
sag
sap
saucepan
saunter
scan
scheme
scholarship
scoff
scope
scorn
scrawny
script
scuff
sculptor
scurry
secrecy
secretary
sedan
seethe
senator
senor
sensation
sentry
session
seventeen
shabby
shaggy
shame
sheath
sheer
shield

shingle
shipwreck
shoal
shod
shoemaker
shrivel
shroud
shrub
shrunk
shuck
siege
silhouette
singe
singer
sip
site
sizzle
skater
sketch
skillful
slack
slain
slang
slat
slick
slimy
slipper
slither
slouch
slum
slumber
slump
slush
smolder
smudge
snail
snare
sneer
snicker
snooze
snore
snowball
snowflake
snowplow

snuggle
sober
socket
sofa
solar
somewhat
sonnet
sought
sour
source
souvenir
spade
spat
specialist
specific
specimen
spectacular
spectator
speculate
spice
spike
spiritual
sponge
sponsor
spout
sprint
spruce
spurt
squad
squid
squirt
stab
staff
stag
standard
stanza
starch
staunch
steak
stiffen
stifle
stocking
storage
stout

stoutness
stow
stress
stub
studio
submerge
submit
substance
substitute
suburb
sufficient
sulphur
sultan
sultry
summit
superb
superior
supermarket
superstition
surge
surgeon
surrender
survey
suspend
suspension
suspicion
swerve
swimmer
sympathetic
sympathize
sympathy
tablet
tanner
tar
target
taro
tarpaulin
tassel
taut
tavern
technical
technician
temple
tension

term
terrace
testimony
tether
thatch
theme
thine
thong
thorn
thorough
thou
thrift
throne
throng
throttle
thunderbolt
tinderbox
tingle
tint
tobacco
toboggan
toil
token
tone
toothpaste
torment
tornado
torrent
tortoise
tote
tour
tournament
tradition
tragic
trait
trample
transfer
transfusion
translate
transparent
transport
transportation
treacherous
tread

treason
trench
tribune
tributary
tribute
trigger
trooper
trophy
tuft
tunic
turban
turf
tutor
tyrant
ugh
unbelieving
undergrowth
undertake
unfair
unfortunate
unique
university
unravel
urgent
usable
vagabond
vague
vain
value
valve
vapor
variation
vary
vase
vegetation
verdict
version
vertical
veteran
vibration
vice-president
victim
victorious

vigorous
villain
violence
violent
violet
virtue
vital
vulture
wage
wallop
walnut
walrus
warden
ware
wary
waver
wean
weariness
weasel
weld
welfare
width
wig
wigwam
wilt
wince
wisp
wither
woe
wondrous
woolen
wrath
wrench
wrung
wry
yap
yearn
yield
yoke
youngster
zip
zoom

B-4-o

PROFESSIONAL BOOKS, CHILDREN'S BOOKS AND RESOURCES

SUPPLEMENTAL PHONETIC LISTS

Consonant Blends (clusters, gliders)

bl	(blue)	gr	(great)	sp	(spot)
br	(brown)	pl	(plan)	st	(store)
cl	(clown)	pr	(pray)	sw	(swim)
cr	(cream)	qu	(quite)	tw	(twice)
dr	(dream)	sc	(score)	scr	(screen)
dw	(dwell)	sk	(skin)	shr	(shrill)
fl	(floor)	sl	(slow)	str	(string)
fr	(frog)	sm	(smart)	thr	(thrill)
gl	(glow)	sn	(snow)		

Consonant Digraphs

ch	(chaise)	gh	(ghost)	th	(thick)
ch	(chaotic)	ng	(sing)	th	(this, sm
ch	(chap)	ph	(phone)	*wh	(what)
ck	(wreck)	sc	(scissors)	*wh	(whose)
gh	(cough)	sh	(short)	wr	(wrist)

*(wh) Some texts do not treat wh as a digraph but rather a blend because its more technical sound (hw) is no a single sound but the blending of two. A growing tendency is to pronounce wh like the consonant w.

VOWELS:

a, e, i, o, u and sometimes w and y

Long vowels:	Short vowels:
a - lake	a - bat
e - key	e - pet
i - ice	i - sit
o - old	o - not
u - use	u - ugly

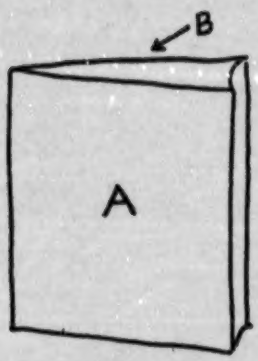
VOWEL DIGRAPHS:

ai (mail)
oa (float)
au (haul)
ie (field)
ue (true)
oe (hoe)
ay (say)
ou (cough)
oo (look)

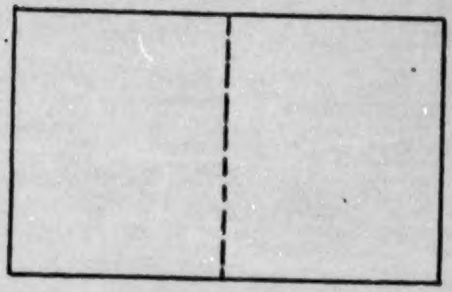
VOWEL DIPHTHONGS:

oi (oil)
ou (out)
oy (boy)
ow (cow)
ew (dew)

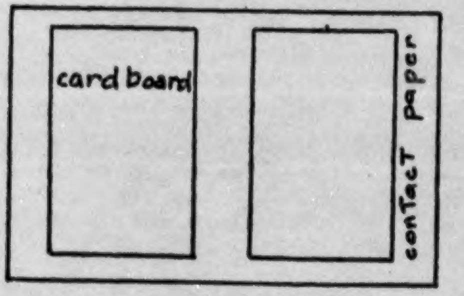
BOOKBINDING



1. Fold paper in half (widthwise) for the pages of your book. Use the first and last sheets for the inner covers (A & B).



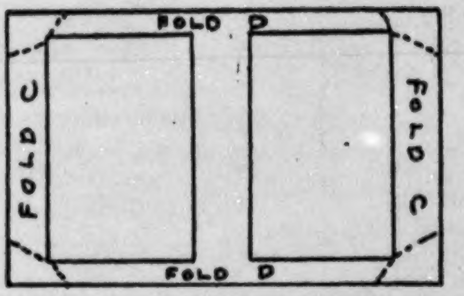
2. Open pages and sew along dotted lines with needle and yarn (or sewing machine). Be sure to include inner covers.



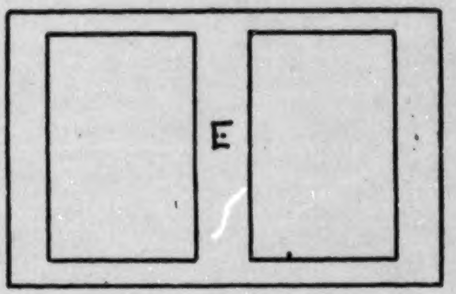
3. Cut contact paper at least two inches larger than cardboard pieces. (Lay open flat and estimate.)

B-6-a

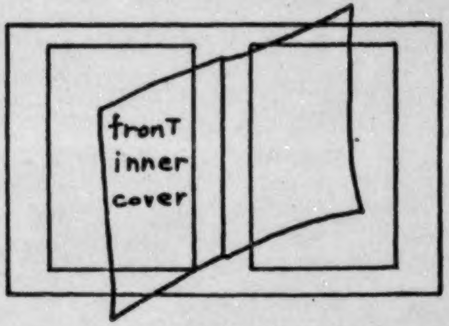
4. Peel backing from contact paper and cover cardboard pieces. Cut out dotted sections. Fold over sections labeled "C", first. Fold over sections labeled "D" last.


FOLD D
FOLD C
FOLD C
FOLD D

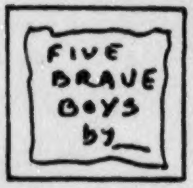
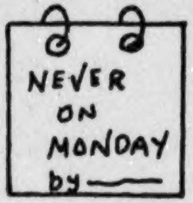
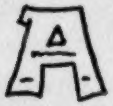
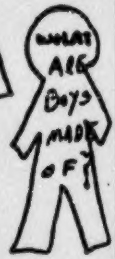
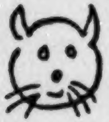
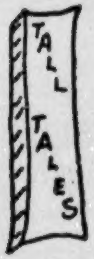
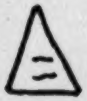
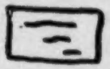
5. Place pages between contacted covers (E). Adjust for perfect closing.

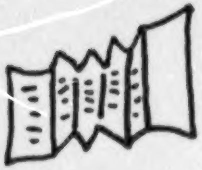
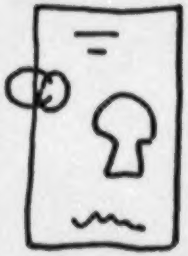
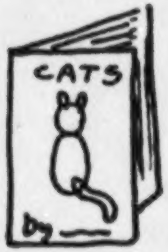


6. Glue the edges of the first and last pages (inner covers) to cover the cardboard sections shown. Glue only around the edges.


fronT
inner
cover

TYPES OF BOOKS TO BIND

SAMPLE	COVER	BINDING	TYPE	ELABORATIVE DEVICES
	construction paper posterboard cardboard	Pages and cover are stapled together, then bound for added durability with mystik or masking tape.	Staple Books classroom stories group contributions alphabet books word fun poems simple sequence stories	- Use expressive writing. - Paste cutouts and magazine pictures on pages.
	construction paper posterboard cardboard Try burlap, too.	Punch holes in pages and use notebook rings or shower curtain rings to bind together.	Ring Books group stories word fun poems collections of poems	- Type poems or stories, cut out and paste in book. - Illustrate with crayons, chalk and water, magic markers, poster paints, fingerpaints.
  	construction paper posterboard cardboard (Cover is in shape of object, animal, etc.)	Make pages in the shape of your book--long, tall, like people, animals, things, etc. Bind together with staples and masking tape, or try lacing with yarn.	Shape Books stories about animals, objects, machines, people, etc. poems nursery rhymes innovations	- Crumple and paste colored tissue paper. - Use string and yarn, material, fabrics with various textures. - Use wallpaper cutouts.
  	construction paper posterboard cardboard (Cover is in shape of object.)	Make pages in the shape of your book: tall book, short book, triangles, circles, etc. Bind together.	More Shape Books poems stories about different objects	- Combine various art media on same page; such as fingerpaint and construction paper, etc.

SAMPLE	COVER	BINDING	TYPE	ELABORATIVE DEVICES
	construction paper cardboard covered with contact paper posterboard	Fold pages accordion style. Staple or glue to covers.	Accordion Books poems patterns sequence stories	- Try marbelizing art effects. - Use photographs. - Use shapes: triangles, squares, circles, etc. - Use tie-dye paper.
	thin plywood 3/16" wood sheets balsam woodburning sets	Drill hole in cover. Use key chain or notebook ring to bind together.	Plank Books poems patterns stories "How to" directions	- Use newspaper cutouts. - Use ink sketches. - Create with splattered paints. - Try broken crayon drawings. - Use corrugated cardboard pictures.
	cardboard covered with contact paper corrugated cardboard, hinged with masking tape, and covered with contact paper	Staple pages together. Glue to cover.	Contact Books poems collections group stories individual stories	- Type stories on pages. - Type stories, cut out and paste on paper. - Create art impressions with dropped candle wax and food coloring. - Use potato prints - Use art materials, straws, buttons, etc.

EVALUATION

Grade ________

________________ Communication

________________ Area Component

____

OBJECTIVE:

SKILL/CONCEPT:

SUGGESTED ACTIVITIES	NOTES

Resources - For additional information and activities see:

1. RX Reading pp_____
2. Sound Off pp______
3. Creative Writing pp_____
4. State L.A. Curriculum Guide pp ____
5. Basal Reading pp_____
6. Language Basal pp ___
7. ___________ pp____
8. ___________ pp____

LANGUAGE ARTS GUIDE EVALUATION

Grade Level ____

1. Have you found this guide helpful in teaching language arts? YES or NO ____

2. Has this guide helped you in understanding the language process? YES or NO ____

3. Do you think that the organization of this guide could be improved? YES or NO ____

4. Did you find the various components of the guide useful? YES or NO ____

5. Please list any suggestions or materials that would improve this guide.

Please complete and return by April, 1984 to:

Mrs. Hilda W. Young
Supervisor of Language Arts, K-6
4100 Touro Street
New Orleans, LA 70122

LEARNER OUTOMES

_______ GRADE

AFFECTIVE	COGNITIVE	PSYCHOMOTOR

SCOPE AND SEQUENCE

GRADE ______

LISTENING	SPEAKING	READING	WRITING